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P11s
1986-1988

VOCATIONAL EDUCATION

PLEASE RETURN

Guidance

- Human Potential Development/Sex Equity
- Vocational Agriculture/FFA
- Apprentice Education
- Trade & Industry
- Technical Education
- Job Training Partnership Act

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Ed Argenbright
Superintendent

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- Cooperative Education
- Distributive Education
- Health Occupation Education

Montana

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FISCAL YEARS 1986 THROUGH 1988

MONTANA

STATE PLAN FOR

VOCATIONAL EDUCATION

UNDER

P.L. 98-524

Carl D. Perkins Vocational

Education Act of 1984

As Amended
FEBRUARY 1986

State of Montana
Office of Public Instruction
Ed Argenbright, Superintendent
State Capitol
Helena, Montana 59620



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CERTIFICATIONS

APPROVAL CERTIFICATE

The Three Year Program Plan for the program year beginning July 1, 1985 for the administration of Vocational Education under the Carl D. Perkins Vocational Education Act of 1984, is hereby accepted as meeting the minimum prerequisite requirements of this Act.


Submitted by the State of Montana

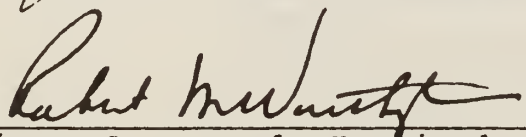
Adopted by State Board of Education

Date adopted May 2, 1985

Date submitted
to Office of Vocational & Adult Education May 2, 1985

Effective Date: July 1, 1985

APPROVAL RECOMMENDED: 
Director, Division of Vocational Education

APPROVED: 
U.S. Assistant Secretary for Vocational and Adult Education

DATE APPROVED: 9-16-85

RECEIVED

SEP 26 1985

SUPERINTENDENT
OF PUBLIC INSTRUCTION


Honorable Ed Argenbright
Superintendent of Public Instruction
Office of Public Instruction
State Capitol
Helena, Montana 59620

Dear Mr. Argenbright:

We are pleased to send you the signed original approval certificate and the grant award for the program year beginning July 1, 1985 for the administration of Vocational Education under the Carl D. Perkins Vocational Education Act of 1984.

We look forward to working with you during this program year.

Sincerely,



LeRoy A. Cornelsen
Director
Division of Vocational Education

Enclosure

cc: Mr. Gene Christiaansen ✓

UNITED STATES DEPARTMENT OF EDUCATION
ASSISTANT SECRETARY FOR VOCATIONAL AND ADULT EDUCATION
 WASHINGTON, D.C. 20202

NOTIFICATION OF GRANT AWARD

CARL D. PERKINS VOCATIONAL EDUCATION ACT, P.L. 98-524

Superintendent of Public Instruction Office of Public Instruction State Capitol Helena, Montana 50620			2. Period: July 1, 1985 through June 30, 1986 3. GRANT AWARD IS <input checked="" type="checkbox"/> NEW <input type="checkbox"/> REVISED <input type="checkbox"/> ESTIMATED	
PROGRAM TITLE	COMMON ACCOUNTING NUMBER	AMOUNT OF THIS AWARD	PREVIOUS AMOUNT	TOTAL AWARDED TO DATE
4. Basic State Grant	E002670	\$ 2,580,071	\$	\$ 2,580,071
5. Consumer and Homemaker Education	E002674	\$ 119,823	\$	\$ 119,823
6.		\$	\$	\$
7.		\$	\$	\$
8.				

9. COMMENTS

Payments under this award will be made available through the Department of Education Payment System administered by the Department of Education, Financial Management Service. Inquiries regarding payment should be directed to: Department of Education, Division of Financial Operations, Program Financing Branch, Letter of Credit Section, 400 Maryland Avenue, S.W., Washington, DC 20202; Telephone: 202/245-8040.

This grant award is made subject to the provisions of the approved State plan and the applicable acts and regulations.

10. Assistant Secretary for Vocational and Adult Education	11. SIGNATURE	12. DATE SEP 20 1985
--	---------------	-------------------------

ACCOUNTING DATA

LINE NO.	APPROPRIATION SYMBOL Code: 137	RECORD TYPE (2)	EFFECTIVE DATE (3 - 7)	TRANSACTION CODE (8 - 10)	NORMAL/REVERSE (11)	MODIFIER CODE (12)	OBLIGATION DOCUMENT		SEC GRAPHIC CODE (39)	FISCAL YEAR (40)	COMMON ACCOUNTING NUMBER (41 - 47)
							REP. CODE (13 - 15)	NUMBER (16 - 25)			
01	915/60400	7	070185	050	1	3	331	H0086003 27	2	5	E002670
02	915/60400	7	070185	050	1	3	331	H0086004 27	2	5	E002674
03											
04											
05											

LINE NO.	OBJECT CLASS (48 - 51)	AMOUNT (dollars and cents) (52 - 63)		FEDERAL/NON-FEDERAL (64)	PRIMARY RECIPIENT (65 - 79)	CLASS II CODE (109)	AWARD DATES	
							BEGIN (month/year) (126 - 129)	END (month/year) (130 - 133)
01	4115	2,580,071	00	1	1816001698A2	2	0785	0686
02	4115	119,823	00	1	1816001698A2	2	0785	0686
03								
04								
05								

State Certification

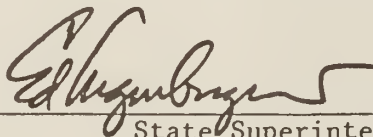
State of Montana

I hereby certify:

- 1.01 That the State Superintendent as Executive Officer and Sole Agent in this state is eligible to submit the State Plan for vocational education as authorized under Part B of Title I of the Carl D. Perkins Vocational Education Act of 1984, P.L. 98-524.
- 1.02 That the State Superintendent has the authority under state law to perform the functions of the state under the program;
- 1.03 That the state legally may carry out each provision of the plan;
- 1.04 That all provisions of the plan are consistent with state law;
- 1.05 That the State Treasurer has the authority under state law to receive, hold and disburse federal funds made available under this plan;
- 1.06 That the State Superintendent has the authority to submit the plan;
- 1.07 That the State Superintendent has adopted and formally approved the plan;
- 1.08 That the plan is the basis for state operation and administration of the program.
- 1.09 That the State Plan was assigned SAI No. MT 850311-518-X on March 11, 1985, and that Clearinghouse notices are distributed statewide.

May 2, 1985

Date



State Superintendent

February 1985

To: U.S. Department of Education

From: Ed Argenbright
Montana Superintendent of Public Instruction

Re: Presidential Executive Order 12372

Please be advised that, to supplement provisions of E.O. 12372 and Governor's Executive Order 11-83, the Montana Intergovernmental Review Clearinghouse (single point of contact) and the State Educational Agency have a Memorandum of Understanding which covers the program or activity referenced herein. The Clearinghouse has been notified of this application/proposal/plan, has assigned SIA number MT 850311-518-X, and has provided statewide notification with invitation for comments. Potential reviewers are referred to the Office of Public Instruction. Responsibility for formulation of an E.O. 12372 official state process recommendation has been delegated to me, and if one is to be transmitted, it will be forwarded by the Clearinghouse.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into between the Superintendent of Public Instruction and the Montana Intergovernmental Review Clearinghouse (under the administrative supervision of the Office of the Lieutenant Governor) to supplement the provisions of Presidential Executive Order No. 12372 and Governor's Executive Order No. 11-83.

The federal programs/activities subject to the agreements in this Memorandum are as follows:

<u>Program Name</u>	<u>CFDA reference</u>
Adult Education--State Administered Program-----	84.002
Bilingual Education-----	84.003
Title IV of the Civil Rights Act of 1964-----	84.004
Migrant Education Program--State Formula Grant Program-----	84.011
Handicapped Early Childhood Assistance-----	84.024
Handicapped Innovative Programs--Deaf-Blind Centers-----	84.025
Handicapped Preschool and School Programs-----	84.027
School Assistance in Federally Affected Areas--Construction-----	84.040
Vocational Education--Basic Grants to States-----	84.048
Vocational Education--Consumer and Homemaking Education Grants---	84.049
Vocational Education--Program Improvement, Innovation-----	84.050
Vocational Education--State Councils-----	84.053
Bilingual Vocational Training-----	84.077
Transition Program for Refugee Children-----	84.146
Programs authorized by Subchapter D of Chapter 2 of the Education Consolidation and Improvement Act-----	84.151
National Diffusion Network Program (84.073)	
Inexpensive Book Distribution Program	
Arts in Education Program	
Alcohol and Drug Abuse Program	
Neglected or Delinquent Transition Services-----	84.152

The Superintendent agrees to:

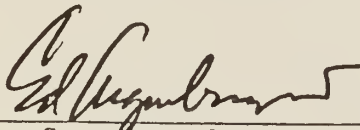
1. notify the Clearinghouse of program announcements, application dates and review/comment deadlines;
2. submit applications, or an abstract thereof, to the Clearinghouse;
3. coordinate reviews, including the sponsorship of public hearings in accordance with appropriate laws or regulations;
4. formulate any "official state process recommendations" to be transmitted through the Clearinghouse in accordance with the provisions of E.O. 12372 and subsequent federal rules;
5. notify the Clearinghouse of approved and awarded grants by the U.S. Department of Education.

The Clearinghouse agrees to:

1. provide notification, through its Bulletin, of pending actions or applications;
2. refer potential applicants and reviewers to the Superintendent within the time specified;
3. delegate the formulation of any official recommendations to the Superintendent;
4. transmit in a timely fashion any such recommendations to the U.S. Department of Education and attendant "accommodate or explain" responses to the Superintendent.

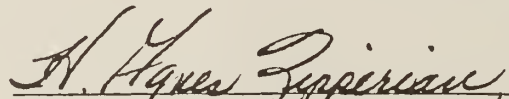
The Superintendent and Clearinghouse intend, by signing this Memorandum, to allow ample opportunity for intergovernmental review by parties within the state while recognizing that the Superintendent retains authority for formulating official recommendations on the educational programs referenced.

DATED: May 2, 1985



Superintendent

DATED: May 2, 1985



For the Clearinghouse

200

ASSURANCES

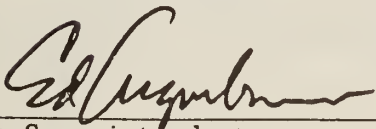
2.00 Assurances

The State Superintendent as the sole agent and executive officer for vocational education issues the following assurances in concert with federal regulations.

- 2.01 The State Board will comply with the requirements of Titles I, II, III, and V of the Act, and, where necessary, will describe the manner in which the State Board will comply with those requirements.
[Section 113(b)(1)]
- 2.02 The state will comply with the distribution of assistance requirements as contained in Section 203, Title II.
[Section 113(b)(1)(B)]
- 2.03 Provisions are made for handicapped and disadvantaged students in private elementary and secondary schools to participate in vocational education programs assisted under Part A of Title II in accordance with Section 113(b)(1)(C).
[Section 113(b)(1)(C)]
- 2.04 The state will, in accordance with Section 113(b)(4), distribute at least 80% of funds available for Title II to eligible recipients except that for funds available for handicapped and disadvantaged individuals as provided by Section 202, 100% of such funds will be distributed to eligible recipients in accordance with Section 203(a).
[Section 113(b)(4)]
- 2.05 In the use of funds available for single parents and homemakers under Section 201(b)(4) the state emphasizes assisting individuals with the greatest financial needs and special consideration is given to homemakers who because of divorce, separation, or the death or disability of a spouse must prepare for paid employment.
[Section 113(b)(7)]
- 2.06 The state will provide relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their sex.
[Section 113(b)(8)]
- 2.07 The state will, in accordance with Section 113(b)(9), (1) develop measures for evaluating the effectiveness of programs assisted under the Act in meeting needs identified in the State Plan including appropriate measure for evaluating the effectiveness of programs for the handicapped, and (2) evaluate, each program year, all of the projects, services, and activities under Titles II and III of at least 20% of the participating eligible recipients.
[Section 113(b)(9)]
- 2.08 The state will fund programs of personnel development and curriculum development to further the goals identified in the State Plan.
[Section 113(b)(11)]

- 2.09 The vocational education needs of those identifiable segments of the population in the state with the highest rates of unemployment have been thoroughly assessed and such needs are reflected in and addressed by the State Plan.
[Section 113(b)(12)]
- 2.10 The State Board will cooperate with the state Council on Vocational Education as necessary to assist the council in carrying out its duties.
[Section 113(b)(13)]
- 2.11 No funds will be expended under this Act to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity, its employees, or any affiliate of such an organization.
[Section 113(b)(14)]
- 2.12 For each fiscal year, expenditures for career guidance and counseling from allotments for Title II and Part D of Title III will not be less than the expenditures for such guidance and counseling for FY 1984 assisted under Section 134(a) of the Vocational Education Act of 1963.
[Section 113(b)(15)]
- 2.13 Federal funds will be used to supplement, and to the extent practicable, increase the amount of state and local funds that would in the absence of such federal funds be made available for the uses specified in the State Plan, and in no case supplant such state or local funds.
[Section 113(b)(16)]
- 2.14 The state will provide for such fiscal control and fund accounting procedures necessary to assure the proper disbursement of, and accounting for, federal funds paid to the state including funds paid by the state to eligible recipients.
[Section 113(b)(17)]
- 2.15 The state, in accordance with Section 113(b)(1)(A) and 203(a), will use funds distributed under Section 203(a) for vocational education services and activities for handicapped individuals and disadvantaged individuals to provide (1) for equal access (a) in recruitment, enrollment, and placement activities; and (b) to the full range of vocational education programs available including occupational specific courses for study, cooperative education, and apprenticeship programs, (2) for programs and activities for handicapped individuals in the least restrictive environment and which, whenever appropriate, are included as a component of the student's individualized education plan, and (3) which are planned through the coordination of appropriate representatives of vocational education and special education.
[Section 113(b)(1)(A)]

- 2.16 Programs under Adult Training, Retraining, and Employment Development (1) are designed with the active participation of the State Council, (2) make maximum use of existing institutions, (3) are planned to avoid duplication of programs or institutional capabilities, (4) designed, to the fullest extent possible to strengthen institutional capacity to meet education and training needs addressed by Title III, Part C, (5) involves close cooperation with and participation by public and private sector employers, and public and private agencies working with problems of employment and training and economic development, and (6) where appropriate, involves coordination with programs under the Rehabilitation Act of 1973 and the Education of the Handicapped Act.
[Section 322(b)(2)]
- 2.17 (1) Funds as may be received under the Industry-Education Partnership for Training in High-Technology Occupations Program will be used (a) solely for vocational education programs designed to train skilled workers and technicians in high-technology occupations, including programs providing related instruction to apprentices, and projects to train skilled workers needed to produce, install, operate, and maintain high technology equipment, systems, and processes, (b) to the maximum extent practicable, in coordination with JTPA to avoid duplication of effort, and to ensure maximum effective utilization of funds under the Act and JTPA, (2) that (except as provided by Section 342(c) not less than fifty percent of the aggregate costs of projects assisted under that program will be provided from non-Federal sources and that not less than fifty percent of the non-Federal share will be provided by participating businesses and industrial firms; (3) that projects assisted under that program will be (a) coordinated with similar programs assisted under Title II, and, to the maximum extent practicable, supportive services will be organized so as to serve both programs, and (4) projects under this program will be developed with the active participation of the State Council.
[Section 342(b)]



State Superintendent

May 2, 1985

Date



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

E.d Argenbright
Superintendent

STATE PLAN FOR VOCATIONAL EDUCATION 1986-88 UNDER P.L. 98-524

STATE OF MONTANA AMENDMENT APPROVAL

The amendment(s) enclosed herewith have been reviewed and approved for submission to the Office of the Secretary, Department of Education, through the Assistant Secretary for Vocational and Adult Education as of this _____ day of _____, 1985.

A handwritten signature in dark ink, appearing to read "Ed Argenbright", written over a horizontal line.

State Board for Vocational Education
(Sole Agent)

2-14-86

Date

A handwritten signature in dark ink, appearing to read "George McCallum", written over a horizontal line.

Chairman: State Council on Vocational Education

Feb 13, 1986

Date

A handwritten signature in dark ink, appearing to read "Jerome C Ames", written over a horizontal line.

Chairman: State Coordinating Council; JTPA

Feb 27, 1986

Date

300

DESCRIPTIONS

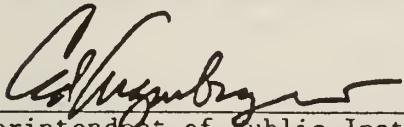
3.01 DELEGATION

The Office of Public Instruction in recognition of the separation contained in the Montana Constitution and the state statutes herewith delegates those functions of supervision, evaluation and reporting requirements of P.L. 98-524 to the Commissioner of Higher Education respecting projects and/or activities that might be funded for units of the University System and the Community College System under jurisdiction of the Board of Regents.

All other duties and responsibilities required by the regulations issued by the OVAE pursuant to P.L. 98-524 shall remain with the Office of Public Instruction excepting certain provisions under contracting and joint efforts with the Department of Labor, Job Service Division for the administration of the Job Training Partnership Act activities.

The Office of Public Instruction, Department of Vocational Education Services and Department of Special Services have a cooperative agreement with the Department of Social and Rehabilitation Services respecting services provided to students and clients. (See Appendix.)

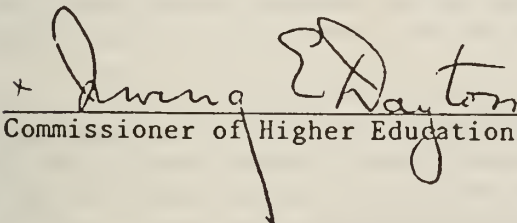
The Office of Public Instruction and the Denver Regional Office of Civil Rights have entered a Memorandum of Understanding relative to OCR responsibilities. (See Appendix.)



Superintendent of Public Instruction

May 2, 1985

Date

* 

Commissioner of Higher Education

May 2, 1985

Date

3.02 Public Hearing Response

Public hearings were held at four locations to provide greater public input and comment. Response to comments are provided for the Secretary's review pursuant to Section 113 (a)(2)(B).

The Plan for Vocational Education was reviewed by a total of 36 persons at the locations.

BILLINGS

One commenter expressed a desire to revise the current local funding procedures to include up to 100 percent forward funding of federal projects for equipment purchases. It was recommended that quarterly forward funding be provided for projects other than equipment.

Response: A maximum flexibility has been provided project recipients with a forward funding procedure of 75 percent to allow projects to start and operate for the most costly quarters. The administrative procedure of holding the final 25 percent has been necessary to serve as a control and inducement for ensuring proper report procedures and to allow a maximum time for budgetary revisions. No change in the administrative procedures is anticipated.

One commenter expressed a concern that in-kind match is restrictive in the Carl D. Perkins Vocational Education Act which prevents institutions from effectively using available federal funds in the absence of new funds where a match is required. EDGAR was cited as allowing in-kind match in contrast to 401.94(c) of the proposed rules.

Response: The final regulations for the Carl D. Perkins Vocational Education Act of 1984 will not be available until June of 1985. During the NPRM comment period, the use of in-kind was addressed. The official period for NPRM comment has passed, resulting in an unknown impact to revise 401.94(c). A clarification will be provided to eligible recipients in June.

GREAT FALLS

A comment was made relating to the outcome of the RFP process for set-aside funds in Title II Part A, Single Parent/Homemaker and/or other funds for women's programs.

Response: The method of scoring proposals by category was included in the RFP packet, inclusive of a self-review sheet to ensure the quality of purpose of each proposal. A minimum of two (2) readers were required for rating competitive proposals resulting in fund distribution to projects ranking high to low.

The definition of eligible recipients in conjunction with required cooperative efforts with LEAs may have resulted in fewer agencies applying for funding. The constraints may be relaxed in the final regulations for the Act.

One commenter sought the purpose of an appeals hearing.

Response: The purpose of the public meetings on the State Plan was to determine comment as opposed to a forum for appeals. The federal procedure of appeals is outlined in Section 504(c)(1) as follows:

"(c)(1) If any eligible recipient is dissatisfied with the final action of the state board or other appropriate state administering agency with respect to approval of its local application, such eligible recipient may, within sixty days after such final action or notice thereof, whichever is later, file with the United States court of appeals for the circuit in which the state is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the state board or other appropriate state administering agency. The state board or such other agency thereupon shall file in the court the record of the proceeding on which the state board or such other agency based its action, as provided in section 2112 of title 28, United States Code.

(2) The findings of fact by the state board or other appropriate administering agency, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the state board or such other agency to take further evidence, and the state board or such other agency may thereupon make new or modified findings of fact and may modify its previous action, and shall certify to the court the record of the further proceedings.

(3) The court shall have jurisdiction to affirm the action of the state board or other appropriate administering agency or to set aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari certification as provided in section 1254 of title 28, United States Code."

(d)(1) continues as follows:

"The Secretary shall prescribe and implement rules to assure that any hearing conducted under Section 434(c) of the General Education Provisions Act in connection with funds made available from appropriations under this Act shall be held within the state of the affected unit of local government or geographic area within the state."

HELENA

The following written questions were submitted at the Helena meeting.

1. The Federal Consumer and Homemaking allocation to Montana for 1985 is \$119,440 but the "Request for Proposals" indicates only \$94,405 is available. Since, according to the Carl Perkins Act, only 6 percent can be used for State administration, can you explain where the funds (\$119,400 - \$94,405) are being used?

Response: The cost of administration is limited to seven (7) percent (401.91 Federal Register Proposed Rules) except that provisions are made in relation to expenditures in excess of one (1) percent for 401.13 under Title II.

State administration under Title III relative to Part B--Consumer and Homemaker Education provides for sums as necessary or appropriate for state administration; however, not more than six (6) percent set-aside must be provided for leadership activities. State administration and other allocations within Title III are illustrated in the Montana FY-86 Budget Requirements Worksheet pp 26-27.

2. According to the Carl Perkins Act, 80 percent of the funds must go to local eligible recipients. Explain exactly how those funds can be used.

Response: The RFP packet identified uses of funds and provided suggestions. The federal law and regulations also provide detailed use of fund descriptions.

3. One-third of the Consumer and Homemaking funds must be spent in economically disadvantaged school districts. What procedure is going to be used to determine the allocation to each school?

Response: On May 30, 1984 each district superintendent was issued correspondence seeking their desire to participate in federal funding. Districts which qualify as depressed counties are defined on page 33 of the Plan.

4. What does the \$20,000 carryover indicate on page 24?

Response: At the writing of the draft copy of the State Plan for Vocational Education, the amount in question was obligated for current year (FY-85) Consumer and Homemaking distributions but not liquidated. At the point of final writing of the Plan, it is anticipated that the carryover will be distributed to the appropriate local educational agencies.

KALISPELL

Many comments of support for the State Plan were received and recorded.

One commenter sought information on how noncompliance relative to the absence of required local match would be dealt with.

Response: The Carl D. Perkins Vocational Education Act allows for state funding sources wherein local sources cannot be identified for matching purposes. The 49th Legislature of the State of Montana has not provided discretionary new funds for the sole purpose of matching federally funded local projects. Wherein noncompliance is in question to the degree that maintenance of effort or violation of federal or state law is evidenced, funds will not be awarded. This procedure will avoid future audit exceptions for eligible recipients and/or the state.

No other comments have been received from the public meetings conducted at the four locations of Billings, Great Falls, Helena and Kalispell, Montana.

3.03 Requirements for Handicapped and Disadvantaged Programs

The State of Montana will comply with the requirements for programs involving handicapped and disadvantaged populations as provided in Section 204 as follows:

From funds received under P.L. 98-524 to be allocated for programs, services and activities for disadvantaged and handicapped groups or individuals, the State of Montana will flow 100 percent of funds allocated to eligible recipients through a formula allocation and proposal application process.

P.L. 98-524 [Section 203 (a)(1)(B)(i)] states, "50 percent of such amount shall be allocated to eligible recipients on the basis of the relative number of economically disadvantaged individuals enrolled in each eligible recipient..."

The eligible recipients used to determine the Montana allocation of disadvantaged, handicapped and Limited English Proficiency (LEP) funds are: high school districts, vocational-technical centers, Native American community colleges and the three community colleges under the higher education system. All of these units offer vocational education programs.

Three sources of information were used to determine the number of economically disadvantaged youth within each eligible recipient. For the secondary units, the number of youth receiving Aid to Families with Dependent Children (AFDC) and Bureau of Indian Affairs (BIA) General Assistance were used. The BIA General Assistance is comparable to AFDC assistance. The BIA General Assistance was noted in only 11 high school districts. Generally, in these 11 districts the AFDC count was very low and the BIA General Assistance count was higher. The number of recipients in each district was obtained from the Chapter 1 staff of the Office of Public Instruction and is confidential.

The third factor used to determine the number of economically disadvantaged in the postsecondary eligible recipients was the number of persons receiving Pell grants. This information was obtained from each of the eligible recipients.

One of the two formulas will be used to determine the amount of funds available to an individual eligible recipient as shown below:

Number of AFDC and /or BIA youth in eligible recipient	X	Annual Disadvantage Budget	=	*
State total of AFDC and/or BIA youth				
Number of Pell grant recipients	X	Annual Disadvantage Budget	=	*
Total Pell grant recipients				

*Determine the funds available to individual eligible recipient.

The procedures used to inform the eligible recipient will be the Montana request for a preapplication. The initial letter to the eligible recipient superintendent or administrator informing them of their opportunity to participate in the Carl Perkins Act will indicate their allocation of disadvantaged, handicapped and LEP allocations. The preapplication notice to the eligible recipients will have a space for the eligible recipient to indicate that they do/do not want the allocated amount. This eligible recipient page will be returned to the Office of Public Instruction. A detailed packet of materials will be sent to those wishing to participate in the program. All preapplications will then be rank ordered on the basis of the state criteria established according to Section 401.19 (b)4. Based on the quality of the proposals, the rank order list will be used to fund the proposals.

P.L. 98-524 [Section 203(a)(1)(B)(ii)] states "50 percent shall be allocated on the basis of the relative number of handicapped students served in vocational education programs by each eligible recipient..."

The number of secondary handicapped students in each secondary eligible recipient was determined from the records of the Special Services Department of the Office of Public Instruction. The number of postsecondary handicapped youth in each eligible recipient was determined from the Vocational Education Data System (VEDS) records or contact with the institutions. Statewide, the number of handicapped youth in the eligible recipients was 3,573.

The formula to determine the allocation of handicapped funds for an individual eligible recipient is shown below:

$$\frac{\text{Number of handicapped youth in an individual eligible recipient}}{\text{Total number of handicapped youth in all eligible recipients}} \times \text{Annual Handicapped Budget} = *$$

*an individual handicapped person would generate \$69.87.

The notification of eligible recipients of the amount of allocated disadvantaged, handicapped and LEP funds will be stated in the Montana request for preapplication. The eligible recipient will indicate on the notice if they wish to accept or reject the allocated funds. This notice will be returned to the Office of Public Instruction.

Montana has few secondary and postsecondary Limited English Proficiency (LEP) students served in vocational education. The Montana Vocational Educational Data System (VEDS) identified 13 eligible recipients in the 1984 fiscal year. The greatest number of students within the 13 eligible recipients was 23.

Those identified in each eligible recipient will generate Limited English Proficiency funds at the same rate as the disadvantaged students. The eligible recipient will indicate if they will accept or reject the LEP allocated funds; however, the eligible recipient may spend the funds for disadvantaged permissive services or activities.

The application of formula determinants for eligible recipients was integrated with the proposal reading and evaluation process to determine local allocations for disadvantaged and handicapped funds.

Successful eligible recipients of the preapplication process were required to complete detailed proposals as the third step of the proposal funding process. All successful eligible recipients were notified of the required criteria to be attested to in acceptance and use of disadvantaged or handicapped funds as specified in Section 204(a), (b) and (c), inclusive. These "criteria for services" were issued with the request for a detailed proposal in an effort to insure full responsibility disclosure and to assist in the evaluation of projects funded with disadvantaged and handicapped funds. (See Appendix.)

Disadvantaged and handicapped persons are assured equality of educational opportunity as a guarantee to each person of the state within Article X of the State Constitution and State Statutes 20-5-108, 20-25-101, 49-1-102, 49-2-307 and 49-3-203. The Office of Public Instruction assures the constitutional and statutory rights of each person as a participant in public schools through accreditation visitations, vocational education evaluations, special services monitoring and administrative services management and fiscal control as the cognizant agent under A-128.

As an integral part of the application process for federal vocational education funds, the Office of Public Instruction assures non-discrimination intent by requiring responsible administrators and the project director(s) to affix signatures; see Appendix pages 88 and 89. Follow up is provided through on-site evaluations in concert with state and federal laws.

A general assessment of student needs determined from the Armed Services Vocational Aptitude Battery was the plan basis of identifying secondary student needs. In fiscal years 1986, 1987 and 1988, the state will encourage student population needs assessments through the application of other occupational interest surveys and subsequent measures of correlation of interests for students in grades 9 through 12.* All targeted secondary populations identified by the Carl Perkins Vocational Education Act will be included in the opportunity to refine student needs.

Quality program assessments have been established through the state-mandated evaluation process specified in the Administrative Rules of Montana for secondary and postsecondary offerings. Federal funds will be used to address needs for adult populations based upon a statewide analysis of occupational requisites determined from the State Occupational Information Coordinating Council study of the NOICC Vocational Preparation and Occupations, Third Edition, clusters. Federal funds will be available to postsecondary offerings in concert with the legislatively determined appropriations of the 49th Montana Legislature. Postsecondary efforts of community-based organizations will compete with other postsecondary eligible recipients through an RFP process. The Appendix illustrates the RFP process used and the evaluation criteria the Office of Public Instruction used in approving local applications.

*By June 30, 1985, an aggregate interest survey of an estimated 8,000 Montana secondary students will be reported for future planning purposes.

The Office of Public Instruction will continue its assessment of state/federal fund recipients through on-site evaluations in concert with the State Council on Vocational Education.

Programs of an occupational preparation nature will receive first priority of available funds wherein occupational demand is substantiated by "Occupational Information System" data, local survey or an industry specific request. Applications for funding, in concert with legislative direction, will be deemed as pertinent if:

1. The proposal/program addresses private sector expectations relative to successful completer skills, knowledges and abilities.
2. The proposal/program demonstrates responsiveness to the occupational demographics.
3. Adequate facilities, equipment support services and faculty are available or if adequate arrangements for private sector cooperation have been made.
4. Curricula, equipment and instructional materials are available which reflect current business and industry technology.
5. The program/proposal(s) incorporate development, reinforcement or expansion of related instructional efforts which will enhance the employability of participants.

Capacity of the local education agency to deliver quality programs, services and activities will be assessed through on-site evaluation reports and within documented proposals complete with assurances applicable to federal and state law.

The determination of outcomes for each fiscal year will be reported in the annual use report.

Input from the technical committees, state Council on Vocational Education, State Coordinating Council for JTPA and the Montana State Legislature may expand specific criteria of quality measures during the interim of this plan.

Although a focus of assessment has been identified with occupational and academic foundations (related instructional), the state will retain broad range concerns for quality programs, services, and activities deemed to be within the purposes of vocational education.

- 3.04 Planned uses of federal funds received under the Carl D. Perkins Vocational Education Act of 1984.

MONTANA GOALS FOR VOCATIONAL-TECHNICAL EDUCATION
1986-1988

The following are stated goals for vocational-technical education in the state of Montana for the interim of 1986-1988. These goals were developed in concert with the state Council on Vocational Education and the Office of Public Instruction, Department of Vocational Education Services.

Montana Goals for Vocational Education:

1. Provide vocational education activities, programs, and services that will:
 - a. promote leadership development through the enhancement of vocational student organizations;
 - b. provide career awareness, occupational exploratory opportunities and/or competent completers of occupational preparatory programs in concert with identified employer needs of a state, regional and limited national scope.
 - c. provide for expanded occupational preparation opportunities while avoiding unnecessary duplication at the postsecondary level and assure quality and equitable vocational education opportunities for the disadvantaged, handicapped, minorities, limited English speaking, displaced workers, homemakers, single parents and incarcerated populations.
2. Promote a greater partnership between the private and public sectors through industry, general and specific training, increased communications and active participation in evaluation and analysis of vocational-technical programs.
3. Increase dialogue with industry and business representatives through advisory committee structures.
4. Promote the integration of work ethics, communications, mathematics, scientific principles, and human relations concepts in vocational-technical center programs.
5. Assist eligible recipients in the acquisition of equipment through state/federal allocations.
6. Provide professional development for vocational-technical teachers, counselors, and administrators.
7. Improve program quality by refining program standards.
8. Pursue evaluative measures that focus upon the attainment of competencies acceptable for entry-level employment.
9. Provide for improved efforts to enhance public awareness of the vital role that vocational education plays in the economic development of the state.
10. Provide for coordination and cooperation with state-level JTPA programs, economic development and other programs to assist those most in need of realistic occupational preparation reflective of state, regional, and national needs.

The state Council on Vocational Education and the State Board for Vocational Education reserve the right to revise the stated goals on an annual basis if such local, state or national factors warrant a reconsideration and restatement.

In carrying forth the goals, the State of Montana will utilize local, state and federal funds in concert with applicable laws, rules and regulations.

Vocational Student Organizations

Montana Administrative Rules for Secondary Vocational Education require the curricular integration of activities of Future Farmers of America and Distributive Education Clubs of America. Student organizations in FHA/HERO, OEA and VICA are recommended to be integrated within the curriculum at the secondary levels and the state supports such activities as leadership training, state competitions and national student competitions by means of local and state revenues. Post-secondary student organizations are available at the university and vocational-technical center levels.

The allocation of state staff curricular specialists' time will continue to be identified in the support and expansion of student organizations as they focus upon leadership development in the 1986-88 interim. Approximately 5,000 students will be involved in local, state and/or national activities each year.

Career Awareness and Occupational Exploratory Opportunities

Career awareness will be enhanced through the expansion of the Montana Career Information System at new secondary locations. The integration of the Career Information System with the State Occupational Information Coordinating Council under the administrative authority of the Department of Labor has extended the opportunity to cooperatively make use of SOICC, JTPA and DOL funds. State occupational supply and demand will be integrated with occupational descriptors and wage information to expand career awareness.

Occupational exploratory opportunities within the clusters of agriculture, business/office, distributive, home economics and related occupations, trades and industrial offerings will be maintained through state excess cost fund support in addition to local/state funding at the 9-12 grade levels involving an estimated 25,000 ANB students.

Occupational exploration may also be extended through related Adult Basic Education, Job Training Partnership Act and various programs offered through community-based organizations. The major objective of the exploratory efforts will be to provide participants a meaningful opportunity to make informed decisions respecting a future career.

Providing competent completers of occupational preparatory programs will be a goal for the planning interim inclusive of the identification of minimum competencies required within occupational clusters, establishment of programs for certification from professional organizations and the initiation of minimum performance testing and standards development reflective of Montana and regional employer needs and expectations. This long-term goal will extend throughout the three-year plan.

Expansion

Expanded occupational opportunities will be funded with federal and matching state/local funds extending from community-based organizations through post-secondary efforts. The budget sheets and three-year summary present the broad scope of activities to be offered to individuals in concert with P.L. 98-524.

Partnerships and Advisory Committees

In an effort to promote a greater partnership between the private and public sectors, employers will be sought to serve in the identification of competencies and expectancies of potential employees. The technical committee charged with the responsibility to develop a listing of competencies under P.L. 98-524, Section 111, shall serve as the liaison between the state board, state Council on Vocational Education and employers. Occupational cluster competency studies will be reviewed to eliminate duplication and to encourage adaptation or adoption of current findings.

In developing competency listings for clusters, the committee will give priority to occupations in demand within the state followed by occupations in demand within contiguous states.

By the conclusion of this three-year plan, occupational cluster competencies for existing new or emerging occupations shall have been identified and verified through employer input.

In accomplishing the former tasks, advisory committees will be utilized to the maximum extent possible, but are not considered to be the sole source of input. Industrial associations, business associations, private industry councils and other representative groups will be involved to maximize the dialogue with business and industry.

Promotion of Communications, Mathematics and Other Support Courses

Vocational-technical center system offerings have traditionally offered certificates to successful completers of programs. Related instruction has been of a direct relationship with few exceptions. Within this planning period, centers will be encouraged to expand and improve certificate offerings to the Associate Degree level for programs of a technical nature which are not less than six (6) quarters in length. Related instruction to strengthen communications, mathematics, human relations and scientific principles will be developed where applicable using existing models to establish the relationship of skill level instructional credits and related general instructional credits within the overall program. Federal funds may be used in this and other new program offerings for not more than three years.

Associate degrees will be awarded to successful graduates of programs approved by the Office of Public Instruction at the request of the local board of trustees and district superintendent, but not prior to May 1987.

Equipment

The acquisition of new and replacement equipment has been a priority identified in the former Five-Year Plan for Vocational Education in Montana, 1982-1987. A reaffirmation of the equipment priority was determined in surveys conducted in

October 1984 relating to the permissive area priorities under the Carl Perkins Vocational Education Act; as a result, in concert with legislative appropriations determined by the 49th Legislature of the State of Montana, funds from P.L. 98-524 will be made available to assist eligible recipients in improving the status of program equipment.

Professional Development

Professional development is addressed in this planning document at a variety of levels. Funds for state-level activities focusing upon excellence in vocational education, counselor inservice, regional instructor and administrator inservice, preservice support and leadership activities funded from guidance and consumer and homemaker allocations will be utilized to expand and improve vocational education in Montana.

Program Standards

The Office of Public Instruction, with the assistance of the technical committees established under Section 111 of the Act, and the state Council on Vocational Education will establish program standards that are responsive to public and private state employment goals and federal/state rules and regulations, inclusive of but not limited to, the identification of:

1. Minimum participant entry recommendations for occupational preparation programs.
2. Minimal levels of expected retention and completion of program participants.
3. Minimal performance or industry certification expectations for entry level occupational placement.
4. Minimal placement standards for ongoing successful program completers.
5. Equality of occupational preparation opportunities for disadvantaged, handicapped, minorities and women.

The Office of Public Instruction will encourage the adoption of applicable standards for secondary occupational preparation programs in addition to pursuing the adoption of the Office of Public Instruction's secondary standards within the accreditation standards of the Board of Public Education.

Evaluation

The Office of Public Instruction will refine and, as necessary, revise the evaluation process used in vocational education programs to focus on a product assessment in contrast to the process evaluation. A limited number of models will be developed to pilot the measurement of attained competencies deemed requisite to successful occupational performance. Programs performing above the third quartile, as measured by acquired competencies necessary for successful job performance of entry levels, will be evaluated in detail for replication purposes.

Public Awareness

Technical assistance funds will be utilized to promote awareness of vocational education as an integral element in the economic development of the state. The Office of Public Instruction will assist eligible recipients in the notification process required under the disadvantaged and handicapped categories of the Act.

General public awareness will be encouraged in a coordinated effort involving voluntary efforts of the state Council on Vocational Education, technical committee members and such other organizations, agencies and individuals as appropriate to enhance the image of vocational education.

Coordination and Cooperation

The Office of Public Instruction has established cooperative relationships with federal and state agencies as illustrated in Section 3.07, 3.12 and within the Appendix. New efforts of intensity, however, are necessary in coordinating with economic development efforts to expand occupational awareness and opportunities for displaced, dislocated and other workers within Montana.

Technical committees working in conjunction with employers and employer groups will be charged with developing target activities during fiscal 1986 for action in the two remaining fiscal years of this three-year plan.

Federal Fund Use FY 1986-88
Summary Table

Amendment 1/86

	Carryover	Revised FY 1986 Allotment	Allocation FY 1987	Allocation FY 1988
Title II Basic Grant		3,944,009	3,944,009	3,944,009
State Administration	15,076	276,081	276,081	276,081
Reserve from Sec. 102(b)		20,560	20,560	20,560
Part A--Vocational Opportunities				
Handicapped	20,030	364,737	364,737	364,737
Disadvantaged	44,065	802,421	802,421	802,421
Adult Training	24,035	437,684	437,684	437,684
Single Parent/Homemaker	17,026	310,026	310,026	310,026
Sex Bias/Stereotyping	7,010	127,658	127,658	127,658
Corrections	2,002	36,474	36,474	36,474
Subtotal	114,168	2,079,000	2,079,000	2,079,000
Part B--Program Improvement				
Curriculum Development	21,914	85,000	85,000	85,000
Professional Development	37,727	100,000	120,000	120,000
Guidance	-0-	88,102	100,000	100,000
All other categories	26,486	1,295,266	1,263,368	1,263,368
Subtotal	86,127	1,568,368	1,568,368	1,568,368
Title III Special				
Part B Consumer/Homemaker	-0-	119,823	119,823	119,823
TOTALS	215,371	4,063,832	4,063,832	4,063,832

MONTANA FY 86 BUDGET REQUIREMENTS WORKSHEET

Amendment 1/86

Non-Federal Funds
Budgeted

Budgeted

Total**

Anticipated Amended
Carryover Allotment

Funding Categories

TITLE II:

State Administration
Sex Equity Coordination
(Balance for PARTS A & B)
Guidance & Counseling
Local Administration

15,076	276,081	291,157	325,073
-0-	60,000	60,000	
200,295	3,647,368	3,778,530	2,057,783
-0-	(88,102)	(88,102)	(88,102)
-0-	-0-	-0-	

PART A:

Handicapped (10%)
Disadvantaged (22%)
Adult Training (12%)
Single Parent/Homemaker (8.5%)
Sex Bias/Stereotyping (3.5%)
Corrections (1%)

20,030	364,737	384,767	384,767*
44,065	802,421	846,486	846,486*
24,035	437,684	461,719	461,719*
17,026	310,026	327,052	-0-
7,010	127,658	134,668	-0-
2,002	36,474	38,476	-0-

PART B:

Curriculum Development
Personnel Development
Program Improvement/Innovation/Expansion
Total Program Improvement

21,914	85,000	106,914	106,914
37,727	100,000	137,727	137,727
26,486	1,383,368	1,409,854	1,409,854
	1,568,368	1,654,495	1,654,495*

*Non-federal funds must be equal to or greater than federal funds, excepting carryover amounts due to the Supplemental Appropriation.

NOTE: 7% of carryover total = \$15,076
7% of allocation = \$276,081
1% of allocation reserve = \$60,000 - 34,440 = \$20,560 Adm addition to sum \$15,076 + 276,081 = \$311,717

**The FY 1986 supplemental of \$1,363,938 was not finalized for planning purposes until December 1985.

Funding Categories	Carryover	Allotment	Total	Budgeted	Non-Federal Funds Budgeted
TITLE III:					
Local Administration					
PART A:					
Community-Based Organizations				-0-	
State Administration				-0-	
PART B:					
Consumer/Homemaker Education	-0-	51,988	51,988	51,988	
Economically Depressed Areas (1/3)		39,937	39,937	39,937	
Leadership Activities (6%)		4,000	4,000	4,000	
State Administration		23,898	23,898	23,898	23,898
PART C:					
Adult Training/Retraining/Employment				-0-	
State Administration				-0-	
PART D:					
Career Guidance & Counseling				-0-	
Sex Bias/Stereotyping (20%)				-0-	
Leadership Activities (6%)				-0-	
State Administration				-0-	
PART E:					
Industry-Education Partnership				-0-	
State & Local Administration (10%)				-0-	
State/Local Funds				-0-	
Business/Industry Share				-0-	
GRAND TOTALS	215,371	4,063,832	4,279,203	4,279,203	3,648,642

*Non-federal funds must be equal to or greater than federal funds.

Carryover and Transition

The State of Montana elects to incorporate carryover fiscal 1985 Vocational Education Act allocations in concert with the table below excepting those funds for which the state has made an obligation to prior to July 1, 1985. In the case of obligated funds, the utilization of the Tydings Amendment is planned with close out of 1985 projects on or before December 1985.

Unobligated funds will be utilized as illustrated below and as detailed on pages 25, 26 and 27.

Use Chart

VEA 1985		<u>Carl D. Perkins Act</u>	
	<u>Unobligated Projections</u>		
Subpart 2	140,208	Title II, Basic Grant	
Subpart 3	67,435	Title II, Basic Grant*	
Subpart 4	7,728	Title II, Basic Grant*	

*See page 25 for detail.

3.04 Planned Uses of Federal Funds--Detailed FY 1986

CARL D. PERKINS ACT

Proj. ID	Part A Categories & Locations	Fiscal 1986		Fiscal 1987		Fiscal 1988	
		Federal	State/Local	Federal	State/Local	Federal	State/Local
		Projects for Fiscal 1987-88 will be determined by RFP in January of 1986 and 1987.					
Handicapped							
H262-A	Great Falls--Skyline	46,872	46,872				
H001	MSU--Resource Manual	14,891	14,891				
H277	VoEd Aides--Helena Public Schools	27,000	27,000				
H002	Job Site Training--Helena Pub. Schools	44,142	44,142				
H003	Flathead HS--Transition from Flathead HS	32,500	32,500				
H005	Corvallis HS--Voc. Prog. for Hdc.	2,013	2,013				
H006	Bear Paw Lrng. Res. Ctr.--Adoption/ Adaption of RAVE	18,743	18,743				
H007	Butte HS--Experience Based Career Ed.	37,710	37,710				
H008	Dawson Co. HS--Community Project for Special Students	3,000	3,000				
H009	Great Falls Vo-Tech--Interpreter for Student with Hearing Loss	9,490	9,490				
H010	Manhattan HS--Home Ec. for Hdc. Students	4,746	4,746				
	Subtotal	241,107	241,107				
	Balance unallocated	143,660	143,660				
	Total	384,767	384,767	364,737	364,737	364,737	364,737
Disadvantaged							
D001	Helena High--Computer Electronics	31,020	31,020				
D280-A	Salish Kootenai--Secr. Training	20,000	20,000				
D002							
D003	Blackfeet CC--Multi-Management & Secr. Science	24,000	24,000				
DD004	Missoula Vo-Tech--Pre-vocational	35,000	35,000				
D290	MSU--Mainstreaming in DE	17,550	17,550				
D005							
DD006	MSU--Poverty Stricken Young Farmers	20,000	20,000				
DD007	MSU--Follow Up of Spec. Needs Students	10,122	10,122				
DD008	LESA--Allocation--Hardin HS Dist. #1	10,000	10,000				
DD010	School-Comm. Liaison--Kalispell H.S.	20,850	20,850				
	Subtotal	188,542	188,542				
	Job Training Partnership Act*	319,076	319,076				
	Unallocated	338,868	338,868				
Total		846,486	846,486	802,421	802,421	802,421	802,421
*VEA funds will be matched with JTPA 8% Title II funds.							

*VEA funds will be matched with JTPA 8% Title II funds.

Job Training Partnership Act Activities--Detail from page 29

Proj.	Vo-Ed Disad	Vo-Ed Adult	JTPA 80%	JTPA 20%	TOTAL
1601 Helena Clerical CEP	60,326	-0-	7,189	-0-	67,515
1602 Butte CEP CRT--Clerical	37,681	-0-	37,682	-0-	75,363
1603 Bozeman District IX HRDC	5,240	-0-	-0-	5,239	10,479
1604 Functional Literacy Training	4,933	50,000	-0-	28,967	83,900
1605 Butte Skills Training	-0-	-0-	-0-	8,835	8,835
2601 Billings ABE	8,469	-0-	2,000	9,031	19,500
2602 Missoula ABE	6,070	-0-	2,069	-0-	8,139
2603 Great Falls	53,101	-0-	17,398	-0-	70,499
2605 Helena ABE	51,792	-0-	16,090	-0-	67,882
3601 Billings WOW/Job Club	-0-	-0-	64,689	-0-	64,689
3602 Missoula WOW	37,903	-0-	37,902	-0-	75,805
3603 Great Falls WOW	25,983	-0-	25,983	-0-	51,966
3604 Kalispell WOW/Job Club	27,346	-0-	31,895	-0-	59,241
3605 WOW Curriculum Development	-0-	-0-	10,000	4,214	14,214
3606 Butte Pre-Release Program	232	-0-	39,000	-0-	39,232

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FY 1987	FY 1987	FY 1988
Vo-Ed	JTPA	Vo-Ed
		JTPA

MCIS--Mont. Job Service
 Butte CEP
 FVCC WOW/Job Club
 Missoula WOW
 Great Falls Prevocational
 Great Falls WOW/Job Club
 Functional Literacy Training
 Bozeman HRDC-Offenders
 Helena CRT
 Helena Prevocational
 Billings Job Service WOW/Job Club
 In-House Administration
 Unobligated
 TOTAL

NOTE: Specific activities to be revised in concert with a revised JTPA Plan and JTPA Coordinating Council input.

330,984	330,984
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*See page 30 for funding source.

Proj.	Part A (continued)	Fiscal 1986		Fiscal 1987		Fiscal 1988	
		Federal	State/Local	Federal	State/Local	Federal	State/Local
	Adult Training						
A001	MSU--Adult Ed Model	20,000	20,000				
A002	Gt. Falls Vo-Tech--Intraven Upgrade LPNs	540	540				
A003							
A004							
A005	Hlna Vo-Tech--Truck Dsl-Natl Grd Upgrade	3,350	3,350				
A006	Billings Vo-Tech--Retraining Center	30,000	30,000				
A007	Helena Vo-Tech--Business Exten. Day	23,750	23,750				
A008	Res. for JTPA--Title III-Funct Literacy	50,000	50,000				
A009	Related Instruction: Apprenticeship	60,000	60,000				
A010	Msla Vo-Tech--Information Processing	33,979	33,979				
A011	Msla Vo-Tech--Electronics Technology	65,618	65,618				
A012	Msla Vo-Tech--Medical Transcriptionist	22,521	22,521				
A013	Msla Vo-Tech--Computer Oper/Prog	72,294	72,294				
A014	Msla Vo-Tech--Legal Secretary	24,289	24,289				
	Subtotal	406,341	406,341				
	Unallocated	55,378	55,378				
	Total	461,719	461,719	437,684	437,684	437,684	437,684
	Single Parent/Homemaker		No Match Required				
S001	Bozeman DHC Resource Center	29,155					
S002	Butte--Single Parent/HM Center	45,000					
S003	Bozeman--Career Counseling						
	DHC Statewide Outreach	3,512					
S004	Lewistown--Ag Women Employment	7,000					
S005	Billings--Removing Vo-Tech Barriers for						
	Single Parents/Homemakers	14,370					
S006	MSU--Devel. of Reg. Child Care Ctrs.	20,000					
S007	Miles CC--Small Business Development	16,300					
S008	MSU--Expanding Voc. Career Options for						
	Men in Traditional Female Occupations	13,651					
S009	Bzmn--DHC Center--Self-Esteem Workshop	3,076					
S010	Bozeman--DHC Employment Development for						
	Single Male Heads of Households	3,076					
S011	Bozeman--DHC Computer Tutor Life Skills	8,985					
S012	Ft. Peck CC--Bldg. Trades Educ for Women	24,038					
S013	Helena--Career Trg. Inst. Hi-Tech						
	Microcomputer Word Processing	11,138					
	Subtotal	199,301					
	Unallocated	128,000					
	Total	327,052		310,026		310,026	

Proj.	Part A (continued)	Fiscal 1986		Fiscal 1987		Fiscal 1988	
		Federal	State/Local	Federal	State/Local	Federal	State/Local
	Sex Bias/Stereotyping		No Match Required				
SB001	MSU--Sex Equity Trg. for Admin.	12,574					
SB002	MSU--Increasing Male Enrollment in Home Economics	8,500					
SB003	Cut Bank HS--Minimizing Sex Bias & Stereotyping in Vo-Ed	2,500					
SB004	Bozeman--DHC Nontraditional High Tech Training for Women & Disadvantaged	5,605					
SB005	Missoula--U of M Women's Resource Center--Sex Equity in Vo-Ed Projects	21,000					
SB007	Missoula--U of M Women's Resource Center--Entrepreneurship Training	24,368					
	Subtotal	74,547					
	Unallocated	60,121					
	Total	134,668		127,658		127,658	
	Corrections		No Match Required				
C001	Montana State Prison--Industry Occupational Oriented Industrial Arts	8,000					
C002	Swan River Voc. Assessment	15,597					
	Subtotal	23,597					
	Unallocated	14,879					
	Total	38,476		36,474		36,474	
Title II - Part B Program Improvement							
	Curriculum Development						
CD001	MSU--Curriculum Guide for the Integration of Prin. of Math & Science in Home Ec	5,000					
CD002	Gt. Falls Vo-Tech--Dental Curriculum	2,200					
CD003	MSU--CBC in Vo-Ag Materials	8,600					
CD004	MSU--Adult Ed--Ag Law Handbook	12,400					
CD005	Missoula Co. HS--Transition	17,710					
CD006	MSU--Pilot Testing Instrc. Mtrls.	13,500					
CD007	Msla Vo-Tech--Curriculum Develop.	24,522					
CD008	Bte Vo-Tech--Thermography-Bldg. Maint.	5,000					
	Subtotal	88,932					
	Unallocated	17,982					
	Total	106,914		85,000		85,000	85,000

Part B (continued)

Proj.	Personnel Development	5,950	5,950				
PD001	MSU--Entrepreneurship in Vo-Ed	5,950	5,950				
PD002	MSU--Technology in Marketing Inservice	3,997	3,997				
PD003	MSU--Prof. Develop./Consumer Homemkg.	6,000	6,000				
PD004	MSU--Inservice for Montana IA Education	9,500	9,500				
PD005	U of M--Statewide Leadership	22,000	22,000				
PD006	MSU--Preservice/Inservice Montana Vo-Ag	3,000	3,000				
PD007	MSU--Impact of Montana Ag on 1980-85						
	Graduates Inservice	5,000	5,000				
PD008	U of M Home Ec Teacher Network	8,000	8,000				
PD009	Billings Vo-Tech Professional Develop.	7,000	7,000				
PD010	State Staff Development	3,936	3,936				
PD011	Msla Vo-Tech--Inservice	15,024	15,024				
	Subtotal	89,407	89,407				
	Unallocated	48,320	48,320				
	Total	137,727	137,727	120,000	120,000	120,000	120,000
Guidance							
G001	Roundup HS Career Assessment Planning	2,534	2,534				
G002	Gt. Falls Vo-Tech--CAC	31,000	31,000				
G003	Belgrade--Improvement in Academic						
	Counseling for Vo-Ed Students	3,000	3,000				
G004	Missoula Women's Center	30,000	30,000				
G005	Leadership Development (6%)	4,600	4,600				
G006	MCDA Leadership	3,028	3,028				
G007	Msla Vo-Tech--Placement Services	7,399	7,467				
	Subtotal	81,561	81,561				
	Unallocated	6,541	6,541				
	Total	88,102	88,102	100,000	100,000	100,000	100,000
Apprenticeship							
AP001	Statewide--Rural Isolated Related Trng.	5,000	5,000				
	Unallocated	-0-	-0-				
	Total	5,000	5,000	5,000	5,000	5,000	5,000

Proj.	Part B (continued)	Fiscal 1986		Fiscal 1987		Fiscal 1988	
		Federal	State/Local	Federal	State/Local	Federal	State/Local
Technical Assistance							
TA01	Technical Committees	5,000	5,000				
TA02	Technical Assistance Expenses	10,000	10,000				
	Unallocated	-0-	-0-				
	Total	15,000	15,000	20,000	20,000	20,000	20,000
Equipment							
EQ001	Billings Vo-Tech	24,362	24,362	25,661	25,661		
EQ002	Great Falls Vo-Tech	22,866	22,866	24,077	24,076		
EQ003	Helena Vo-Tech	26,895	26,895	28,342	28,343		
EQ004	Missoula Vo-Tech	25,807	25,807	27,406	27,407		
EQ005	Butte Vo-Tech	-0-	14,110	14,940	14,940		
EQ006	Conrad H.S.	6,500	6,500				
EQ007	Cascade H.S.	15,400	15,400				
EQ008	Victor H.S.	2,900	2,900				
EQ009	Winnett H.S.	11,794	11,794				
EQ010	Opheim H.S.	4,000	4,000				
EQ011	Cascade H.S.	6,500	6,500				
	Subtotal	147,024	161,134				
	Unallocated	152,976	152,976				
	Total	300,000	314,110	300,000	314,940	300,000	300,000
Revitalization of Business							
R001	Flathead Val. CC--Indus. Welding Upgrade	30,923	30,923				
R002	Msla Co HS--Truck Driver Training	47,547	108,000				
	Subtotal	78,470	138,923				
	Unallocated	1,530	-0-				
	Total	80,000	138,923	60,923	60,923	60,923	60,923
Area Vo-Tech Centers							
VT01	Msla Adult Ed Ctr--Small Bus Devel Ctr	25,000	25,000				
VT02							
VT03							
VT04							
VT05	Billings Vo-Tech--Related Instruction	16,000	16,000				
VT06	Billings Vo-Tech--Home Health Care	17,500	17,500				
VT07	Dull Knife CC--Law Enforcement	48,400	48,400				

Proj.	Part B (continued)	Fiscal 1986		Fiscal 1987		Fiscal 1988	
		Federal	State/Local	Federal	State/Local	Federal	State/Local
	Area Vo-Tech Centers (cont.)						
VT08	FVCC Lincoln Co. Cntr--Comp/Secr. Inst.	15,675	15,675				
VT09	Butte Vo-Tech--Data Entry Spec. Extension	9,833	9,833				
VT10							
VT11	Billings Vo-Tech--Geriatric Paraprofes.	17,500	17,500				
VT12	Gt. Falls Vo-Tech--Co-op	12,000	12,000				
VT13	Miles CC--Photo Lab Technician Program	29,060	29,060				
VT14							
VT15	Miles CC--Health Core Aide Trg. Program	15,000	15,000				
VT16							
VT17							
VT18	Butte Vo-Tech--Pipewelding	18,549	18,549				
VT19	Butte Vo-Tech--Co-op Ed.	20,000	20,000				
VT20	Butte Vo-Tech--Instrument/Controls	12,000	12,000				
VT21	Gt. Falls Vo-Tech--Extended Day	22,454	22,454				
	Subtotal	278,971	278,971				
	Unallocated	221,029	221,029				
	Total	500,000	500,000	500,000	500,000	500,000	500,000
	Communications/Telecommunications						
TC001	Capital HS--Computer Link	15,000	15,000				
TC002	Billings Vo-Tech--Video Production	6,625	6,625				
TC003	Helena Vo-Tech--Aviation Video	2,000	2,000				
TC004	Miles CC--Interactive Video	16,500	16,500				
TC005	Great Falls Vo-Tech	12,479	12,479				
	Subtotal	52,604	52,604				
	Unallocated	2,501	2,501				
	Total	55,105	55,105	55,105	55,105	55,105	55,105
	Math and Science						
M001	Cascade HS--Science & Vo-Ed Coord.	2,500	2,500				
M002	Missoula Vo-Tech	18,221	18,221				
M003	Billings Vo-Tech	8,404	8,404				
M004	Butte Vo-Tech	8,625	8,625				
M005	Great Falls Vo-Tech	8,625	8,625				
M006	Helena Vo-Tech	8,625	8,625				
	Total	55,000	55,000	55,000	55,000	55,000	55,000
	Other Permissive (see page 35a)	225,425	225,455				

TITLE III, PART B

<u>Proj.</u>	<u>Title</u>	<u>Fiscal 1986</u>	
		<u>Federal</u>	<u>State/Local</u>
	<u>Consumer Homemaker/Economically Depressed Areas</u>		
CHD001	Hays Lodge Pole HS--H.L.P. Child Care Center	11,506	-0-
CHD02	Plenty Coups HS--Home Economics Project	21,904	-0-
	Subtotal	33,410	-0-
	Unallocated	6,527	-0-
	Total	39,937	
	<u>Consumer/Homemaker</u>		
CHR001	Sweet Grass Co HS--Upgrading of Equipment & Exemplary Projects	6,543	-0-
CHR002	Great Falls Alternative Learning Center--Adolescent Parent/Child Development Day Care Center	13,844	-0-
CHR003	Garfield Co HS--Upgrading of Equipment and Resource Materials	1,596	-0-
CHR004	Lincoln Co HS--Home and Family Resource Center	4,750	-0-
CHR005	Manhattan HS--Equipment Update	910	-0-
CHR006	Twin Bridges HS--Sewing Construction with a Professional Flair	1,400	-0-
CHR007	Red Lodge HS--Upgrading of Equipment	2,156	-0-
CHR008	Powell Co HS--Using Personal Computers in Consumer-Homemaker Curriculum	2,039	-0-
CHR009	Winnett HS--Computer Instruction Based Curriculum for Home Economics	4,078	-0-
CHR010	Stevensville HS--Parenting Education for Low-Income Families with Single Parents	3,456	-0-
CHR011	Cascade HS--Curriculum Development--Individualized Home Economics	3,695	-0-
CHR012	Columbia Falls HS--Enrichment of the Consumer-Homemaker Curriculum	5,600	-0-
	Subtotal	50,058	-0-
	Unallocated	1,930	
	Total	51,988	
	<u>Leadership</u>		
	Unallocated	4,000	

SUMMARY OF ANTICIPATED CARRYOVER TO
PROGRAM YEAR 1986 BEGINNING JULY 1, 1986

<u>Fiscal 1986</u>		<u>Fiscal 1987</u>	
	State/Local Match		State/Local Match
Admin.		Admin.	
7%	\$ 276,081	7%	\$ 276,081
1%	20,560	1%	20,560
C.O.	15,076	C.O. (FY 86)	20,000
Title III		Title III	
Part B	23,898	Part B	7,189
	<u>\$ 335,615</u>		<u>\$ 323,830</u>
Title II		Title II	
Part A [incl. C.O.]		Part A [incl. C.O.]	
Handic.	384,767	Handic.	508,397
Disadv.	846,486	Disadv.	1,141,289
Adult Trg.	461,719	Adult Trg.	493,062
Single Par/ Homemaker	327,052	Single Par/ Homemaker	-0-
Sex Bias/ Stereotyp.	134,668	Sex Bias/ Stereotyp.	-0-
Corrections	38,476	Corrections	-0-
	<u>2,193,168</u>		<u>2,819,896</u>
Part B [incl. C.O.]		Part B [incl. C.O.]	
Curric. Dev.	106,914	Curric. Dev.	102,982
Preser/Inser	137,727	Preser/Inser	169,820
Pers. Devel.		Pers. Devel.	
Guidance	88,102	Guidance	106,541
* Other Perm	1,321,752	* Other Perm.	1,636,404
	<u>1,654,495</u>		<u>2,015,747</u>
Title III		Title III	
Part B		Part B [incl. C.O.]	
Cons/Hmkr	51,988	Cons/Hmkr	74,994
1/3 Depr	39,937	1/3 Depr	46,464
Leadership	4,000	Leadership	(7,189)
Admin.	(23,898)		
	<u>119,823</u>		<u>128,647</u>

*Excludes Sec. 251(a) (17) and (19) within Part B only.

3.05 Funds to Economically Depressed Areas

FEDERAL FUNDS ALLOTTED TO ELIGIBLE RECIPIENTS

Funding Categories	Economically Depressed Areas	Non-Economically Depressed Areas
TITLE II:		
PART A:		
Handicapped	152,729	88,378
Disadvantaged	245,608	292,214
Adult Training	349,241	57,100
Single Parent/Homemaker	96,038	103,263
Sex Bias/Stereotyping	68,942	5,605
Corrections	23,597	-0-
PART B:		
Program Improve/Innov/Expan	464,556	28,594
TITLE III:		
PART A:		
Community-Based Organizations		
PART B:		
Consumer/Homemaker Education	54,507	28,594
PART C:		
Adult Trng/Retrain/Employment		
PART D:		
Career Guidance & Counseling		
PART E:		
Industry-Education Partnership		
Total Federal Funds Allotted to Eligible Recipients	1,455,218	989,067

3.06 Methods of Administration

The elected State Superintendent of Public Instruction as governing agent and executive officer for vocational education in Montana [MCA 20-7-301] has established a professional and support staff under MCA 20-3-103(2)(b) for the state supervision and administration of vocational education (see Appendix for Organizational Charts).

Under MCA 20-9-603, "Acceptance and expenditure of federal moneys for state," the Superintendent of Public Instruction and the Governor are authorized on behalf of the state of Montana to request and accept federal funds under any act of Congress of the United states...for purposes...permitted under the laws of the state of Montana as authorized...from the federal government. In carrying forth his duties, the Superintendent will provide state level administrative and evaluative services for vocational education inclusive of those staff members required in law rules and regulations.

The state of Montana has chosen to utilize a five step request for proposal process in conjunction with funds available under P.L. 98-524. Eligible recipients are notified of the RFP process initiation by issuance of a packet complete with descriptors and sample applications along with notice of evaluation criteria (see Appendix). Responses are requested in a preapplication format which is submitted to readers for scoring. A 15 point difference in scores requires a third reader.

Preapplication projects are funded by category in descending numeric value not to be less than a combined score of forty (40) points.

Award announcements are made only after a thorough review of projects. Following a final review, eligible recipients are requested to submit a full proposal for more detailed analysis. Legal concerns, consistency with state goals, and fiscal data are examined along with assurances and maintenance of effort for each eligible recipient.

Project applicants serving disadvantaged and/or handicapped individuals receive a "Notice of Responsibility" (see Appendix) to ensure the full understanding of local responsibilities.

A letter of award, pending receipt of federal funds, is the final step in the application process.

Evaluation of projects will be an ongoing process in addition to applicable audit requirements under A102 Attachment P or, in the case of the state system of vocational-technical centers, audits will be performed in accordance with state law.

Projects under Part A of Title II may be of an ongoing nature; however, the state will generally fund projects for not more than three years.

Projects under Part B of Title II will not be considered new beyond the third year of successful application.

Projects under Part B of Title III will be funded in accordance with established categories including, but not limited to, the following consumer/homemaker emphasis areas:

1. Improve, Expand, and Update:

Funds in this section will be used to improve, expand, and update the consumer and homemaker programs. Emphasis will be given to programs that specifically address curriculum development, upgrading of equipment, professional development, and leadership update activities as they relate to Section 312(b)(1). Programs should encourage participation of the traditionally underserved and elimination of sex bias and sex stereotyping.

2. Special Projects:

Funds will be used to improve the effectiveness and ensure the quality of consumer and homemaker education. Specific programs and activities which may be supported are stated in Section 312(b)(2).

3. Leadership:

Funds will be used to support leadership development which addresses priority issues having statewide impact upon consumer and homemaker education.

4. Economically Depressed:

At least one-third of the federal funds will be used to initiate, expand, and/or improve consumer and homemaker programs for youth and adults in economically depressed areas or areas with high rates of unemployment. Special consideration will be given to programs that will meet their needs. The application process will address the needs of the individual eligible recipient.

Sex Equity, Single Parents and Homemakers

A full time sex equity coordinator has been assigned to fulfill the requirements of 111(b)(1). Specifically this person will administer the programs of vocational education for single parents and homemakers, gather analyses and disseminate data on Montana vocational education programs, both secondary and postsecondary, perform on-site school equity evaluations, review all programs, grants, contracts and proposed actions for equity, develop informational outreach programs and materials, conduct workshops, provide technical assistance and give assistance as requested and required.

Specific objectives for fiscal 1986 are found in the appendix entitled "Sex Equity Coordinator"--Objectives: Raymond D. Brown, page 81. A sample evaluation instrument follows the objectives in the appendix, pp. 82-87.

Appeals Process in the Administration of the Act

Any person, group, agency or other legally constituted eligible recipient that wishes to appeal the decision of the State Board (State Superintendent) may appeal through MCA 20-3-107 Controversy of Appeal; ARM 10.6.101, or in accordance with appeals procedures in P.L. 98-524. Appeal procedures for other than school district associated projects have been detailed in the public comment section of this plan. Reference is also made to Title V Federal Administrative Provisions, Section 504(c) of the Carl D. Perkins Vocational Education Act.

3.07 Joint Planning and Coordination with Other Agencies

All projects and activities funded under this State Plan meet the joint planning and coordination requirement found in Section 113 of the Act. Projects receiving funding under this State Plan were planned for and selected under either the Vocational Education Request for Proposal (RFP) process or the Job Training Coordinating Council's Request for Proposal (RFP) process.

The vocational education RFP process requires each applicant to address (at the local level) the methods for joint planning and coordination of programs carried out under the Act with programs conducted under the Job Training Partnership Act, the Adult Education Act, Title I of the Elementary and Secondary Education Act of 1965 as modified by Chapter 1 of the Education Consolidation and Improvement Act, the Education of the Handicapped Act, the Rehabilitation Act of 1973, and with other apprenticeship training laws.

This state plan has been reviewed by the State Job Training Coordinating Council (SJTCC) and presented to Montana's two Private Industrial Councils (PIC). The state plan has also been reviewed by the State Legislature, which reviewed the State Job Training Partnership Act state plan.

The Assistant Superintendent for Vocational Education Services (State Director) sits as a voting member on the SJTCC. A representative from the SJTCC sits as a voting member on the Vocational Education Planning Council and the Vocational Council.

All Displaced Homemaker programs funded under the Act have been reviewed by and will be coordinated with like programs operated by the JTPA administrative agent for the Balance of State (BOS) and Concentrated Employment Program (CEP) service delivery areas.

The Department of Vocational Education Services, Office of Public Instruction, has been designated by the Governor as the State Education Agency to receive funds provided under Section 123 of JTPA. In concert with that designation, the Department of Vocational Education Services submitted a two-year program proposal to the Governor's SJTCC for FY 1985-1986 which was approved and became part of the Governor's Coordination and Special Services Plan as required under Section 121 of JTPA.

The establishment of concurrent fiscal years has further strengthened the coordination between projects operated under the Act and JTPA.

Under this state plan, \$369,076 of federal vocational education funds will be provided as a direct cash match for \$350,000 of JTPA Section 123 80% funds, which the Department of Vocational Education Services anticipates receiving directly from the JTPA administrative agent. These funds will be jointly used to fund the JTPA Section 123 projects approved by SJTCC. Based upon an assumption of level funding, a like amount will be utilized to match JTPA Section 123 funds for the next two succeeding fiscal years (program years). The \$319,076 is composed of \$50,000 of Adult Training funds and \$319,076 of Disadvantaged funds from the Act.

All programs operated under JTPA Section 123 funds serve other JTPA program operators. Participants are referred by, serviced by and coordinated with other JTPA Title IIA and Title III programs. Participants are determined eligible and appear on the JTPA Management Information System (MIS). All are tracked through a JTPA reporting system.

Both JTPA Title IIA and Title III displaced workers are served.

The Department of Vocational Education Services administers the Adult Education Act and Apprenticeship Training programs. Funds provided under this Act are used to fund both Adult Basic Education and apprenticeship activities. The Superintendent of Public Instruction is designated as the sole state agent for vocational education and is the administrative agent for Title I of the Elementary and Secondary Education Act of 1965 as modified by Chapter 1 of the Education Consolidation and Improvement Act and the Education of the Handicapped Act.

The Superintendent's Special Services staff (Special Education and Chapter 1) served as readers for the Vocational Education RFP process and are consulted on a daily basis regarding the operation of programs under the Act.

The Department of Vocational Education Services has a long-standing working relationship with the state agencies such as Vocational Rehabilitation and other employment and training programs. It will continue to plan and coordinate with these agencies. RFPs were requested from eligible applicants in these groups and funds have been allocated to handicapped, disadvantaged, and minority groups.

The Job Training Partnership Act Section 123/Vocational Education projects planned in this document are illustrated on page 30.

3.08 Plan Comments by the State Legislature

The Montana Legislature was requested to provide comment on the Plan in draft form. Correspondence was issued (see Appendix) and a follow up was provided.

No comments have been received from the Legislative body nor have comments been received from Committees on Appropriations, Finance or Education.

3.09 Plan Comments of the State Job Training Coordinating Council

Correspondence from the Job Service Division of the Montana Department of Labor as the administering entity has provided correspondence found in the Appendix.

See also pages 97-99.

Response to: Recommendations for the
Montana State Plan for Vocational Education

1. The vocational education match as outlined on pages 34 and 36 is not equal to the Job Training Partnership Act (JTPA) contribution as required in section 123 of P.L. 97-300.
Concur: Vo-ed is planning to over match the JTPA 80% funds by \$109,753.
2. The Plan does not fully explain the JTPA activities or projects.
Concur: The federal planning process does not require detailed explanation of JTPA activities.
3. The Plan does not fully explain how the 8% match funds will be used "to provide services to eligible participants." (Section 123[a][b])
Concur: The federal planning process did not require a detailed explanation.
4. The Plan does not specifically address how it will determine and meet the changing content of jobs and hiring needs of employers.
Concur: The federal guidelines did not require that the plan specifically address these issues.
5. The Plan does not address how those operating JTPA 8% activities will provide support to economically disadvantaged participants who find it difficult to remain in training due to lack of stipends and other supportive services.
Concur: The 8% monies will be used to provide training activities. The referral agencies will be responsible for stipends, if paid.
6. While most JTPA programs must meet strict federal performance standards, none are required for 8% funding. Although the Plan states that program standards will be established, it does not state when. The JTCC encourages the Office of Public Instruction to establish standards prior to July 1, 1985.
Concur: The standards which will apply to the 8% funds have been established jointly with the Department of Labor and Industry and appear in the FY 1986 JTPA subgrant.
7. The Plan does not address the Governor's Goals for JTPA programs, especially those which address a) service to the most-in-need; b) rural and urban balance; c) skill training to respond to employers' training needs; d) open-entry, open-exit courses; e) employability development planning; and f) services to target groups such as handicapped persons, Native Americans, older individuals, AFDC recipients, drop-outs and offenders.
Concur: The federal planning guide did not request this information.
8. The RFP process should be disseminated more effectively.
The dissemination process used for the RFP more than met the federal requirement. However, vocational education will strive to improve the process. After the first dissemination, several improvements have been adopted.

3.10 Plan Comments by the State Council on Vocational Education

The state Council on Vocational Education issued correspondence dated April 24, 1985 attesting to cooperative efforts relating to funding decisions, review of the RFP process and goals for vocational education in Montana (see Appendix).

On the same date of issue, the following comments were received from the state council (see Appendix for correspondence copy):

Comment:

1. Goals: The council notes that the goals, as currently stated, lack clearly defined objectives. In the future, it will be difficult for Montana's Sole State Agent for Vocational Education and/or the state Council on Vocational Education to determine the degree to which these goals have been achieved. The council found that an identified connection between goals and funded projects is not apparent in the Plan.

Response: The Sole State Agent has established broad goals for support and improvement in vocational education within the state in concert with former Planning Council members and former Advisory Council members. It was recognized that the goals would allow for local determination of specific objectives and tasks in concert with the purposes of the Carl D. Perkins Vocational Education Act. It is viewed that the parameters for operations have been adequately delineated in federal and state law. Future familiarity with final regulations may generate greater specificity; however, the current restrictions appear to be stated such that the intent of law can be identified.

The Sole Agent feels that, within legislative authority provided in appropriations, there is a clear connection between proposed projects and federal funding categories.

2. Technical Committees: The state council regards the concept of technical committees as important to the implementation of the Carl D. Perkins Act. A useful description of planned organization and activities of the technical committees is not included in the draft Plan. The council believes that the development of a more structured plan for the technical committees should be a priority.

Response: Title I, Part B, Section III(d) notes that a limited number of technical committees shall be developed by the Sole Agent in consultation with the state council. It is the State Board (Sole Agent) responsibility to establish procedures for membership, operation and duration except that membership shall be representative of employers, trade or professional organizations and organized labor, where appropriate, and that the membership should be reflective of relevant industries, occupations or organizations.

When the membership of the two committees identified for Montana has been officially appointed and registered in accordance with state law and federal provisions, a delineation of goals and objectives will be identified in consultation with appropriate council members.

The compressed planning schedule, absence of final regulations, duration and intensity of the state legislative session, in addition to a protracted acceptance of council membership, will require submission of the Plan with the understanding that amendments will be forthcoming. Appendix pages 94-96 describe technical committees.

3. Program Description: The state council believes that in the Plan there are insufficient descriptions of the technological and educational quality of vocational curricula, equipment, and instructional materials to enable vocational students and instructors to meet the challenges of increased technological demands of the Montana workplace.

Response: Requirements for planning purposes seek confirming statements provided in Section 2.00 Assurances attested to by the signature of the Sole Agent. A requirement for inclusion of detailed descriptors in Section 113(3) A through D is absent in law and Proposed Rule 401.18. The state and existing service delivery mechanisms for vocational education have participated in extensive evaluations in cooperation with former Advisory Council members and staff.

Data is available to assist technical committees in future deliberations which may result in new emphasis areas of the quality offerings within the state.

4. Cost Sharing Requirement: In reviewing the State Plan and the RFP process, the council notes that a clear definition of cost sharing is not included. In the council's opinion, federal money should be targeted toward some current programs that have potential to meet future labor market needs. A commitment to upgrade, improve, and expand those programs should be emphasized. An explanation of the criteria used to determine eligibility of ongoing programs to received federal dollars and state match dollars is needed in the Plan.

Response: It is the position of the Sole Agent that the statement (e) "Vocational Education, Improvement, Innovation and Expansion Program" of the "Summary Provisions" stated in the Proposed Rules (Federal Register Vol. 50, No. 17, Friday, January 25, 1985) allows for federal fund use within the "Statement of Purpose" of the Act.

Targeting programs generally requires a local expression of interest in participating wherein local service providers have determined their interest as evidenced by a response to the RFP process, federal funds may be provided in accordance with Rule 401.94.

A clear definition is provided in Proposed Rule 401.94 as well as within Title V, General Provisions, Part A--Federal Administrative Provisions, Sections 501 and 502 of P.L. 98-524.

No other comments have been received from the state Council on Vocational Education.

3.11 Exceptions to Submitting Local Applications

Montana is a sparsely populated state with 45 percent of the schools having less than 100 students. The Superintendent of Public Instruction has not exempted any Montana eligible recipient from submitting a competitive application for Carl D. Perkins Vocational Education Act funding. Regional workshops are planned to make the small schools more competitive in future application processes.

3.12 Programs for Dislocated Workers

Several projects have been funded to assist both rural and urban displaced or about to be displaced workers due to plant closure, reductions in force and the declining agricultural economy. The following projects also appear in other tables in this state plan:

	<u>JTPA</u>	<u>Vo-Ed</u>	<u>Local</u>	<u>Total 86</u>
Poverty Stricken Farmers	-0-	20,000	20,000	40,000
Billings Vo-Ed Retraining Center	-0-	30,000	30,000	60,000
Lewistown Ag Women Employment	-0-	7,000	-0-	7,000
Adult Ed Ag Law Handbook	-0-	12,400	12,400	24,800
Functional Literacy Training	<u>28,967</u>	<u>54,933</u>	<u>-0-</u>	<u>83,900</u>
	28,967	124,333	62,400	215,700

	<u>Vo-Ed 86</u>	<u>Vo-Ed 87</u>	<u>Vo-Ed 88</u>
(Programs/projects to be determined.)	136,333	136,333	136,333

The Poverty Stricken Farmers Program is designed to provide upgrade training to unemployed and underemployed agricultural workers through their local secondary vocational agriculture program. The Billings Vo-Tech Retraining Center is designed to provide vocational retraining to dislocated older workers who must seek new careers. The Lewistown Agriculture Women Employment Program is designed to assist women who were employed in agriculture but who now, because of the failing farm economy, must find new employment outside of agriculture.

The Adult Education Ag Law Handbook is designed to assist farmers and ranchers in avoiding job displacement due to the failing farm economy.

The Functional Literacy Training is operated in conjunction with the JTPA Title III Rocky Mountain Dislocated Worker Project. Many of the dislocated workers have been found to be functionally illiterate, posing a substantial barrier to vocational training and re-employment. This project will address this barrier.

3.14 Economically Depressed Areas

The Research Bureau of the Montana Department of Labor and Industry provided the county annual unemployment percentages for the calendar years 1982-84. Four counties were found to be greater than 150 percent of the annual mean unemployment rate for three consecutive years [Section 521(13)]. The four western Montana counties are: Deer Lodge, Lincoln, Mineral and Ravalli.

The State Board believes that the above indicators were not responsive to the rapidly changing economic situation. They believe that the number of free school lunch participants compared to paid users is the most sensitive indicator of "a deteriorating economic base." Six counties had more free lunch recipients than paid lunch users in March 1984 as shown by Office of Public Instruction statistics. The six counties are: Big Horn, Blaine, Custer, Deer Lodge, Glacier and Silver Bow. One of the counties was previously cited in the first criterion used. Using both criterion, there are 24 high schools that are eligible recipients under the definition of "economically depressed area." The schools are:

- a. Big Horn County--Plenty Coups, Hardin and Lodge Grass
- b. Blaine County--Chinook, Harlem, Turner and Hays-Lodge Pole
- c. Custer County--Custer County High School
- d. Deer Lodge County--Anaconda
- e. Glacier County--Browning and Cut Bank
- f. Lincoln County--Lincoln County High School, Troy and Libby
- g. Mineral County--Alberton, Superior and St. Regis
- h. Ravalli County--Corvallis, Stevensville, Hamilton, Victor, Darby and Florence-Carlton
- i. Silver Bow County--Butte

APPENDIX

MEMORANDUM OF UNDERSTANDING BETWEEN THE OFFICE FOR
CIVIL RIGHTS AND THE MONTANA STATE OFFICE OF PUBLIC INSTRUCTION

A. INTRODUCTION

This Memorandum of Understanding (MOU) between the Office for Civil Rights (OCR) and the Montana State Office of Public Instruction is being established to support mutual goals and objectives. It is our intention to:

1. improve the ability of OCR and the Montana State Office of Public Instruction to accomplish their civil rights responsibilities;
2. strengthen cooperation and coordination between OCR and the Montana State Office of Public Instruction;
3. reduce the data collection burden on State and local recipients, and at the same time, expedite the compilation of compliance information; and
4. prevent duplication of effort and reduce the operating costs of State and local agencies, and OCR.

This MOU applies to all programs and activities in institutions and agencies under the jurisdiction of the State Education Agency and which are recipients of Federal financial assistance from the United States Department of Education.

The agreement as stipulated in this MOU in no way precludes the operation of internal grievance and complaint processes nor does it take away the State Agency's oversight responsibilities as related to recipients under their jurisdiction. OCR, by Court Order maintains the responsibility of enforcement of designated civil rights laws and will continue to provide technical assistance to facilitate recipient's voluntary compliance with these laws.

OCR and the Montana State Office of Public Instruction will determine the investigative and technical assistance activities that will be included in the MOU.

B. GENERAL PROVISIONS

The general provisions set out below represent the basic principles of the agreement that have been reached.

1. Notification and consultation between staffs from both agencies in no way expresses or implies that participation in this agreement constitutes relinquishment of any of their respective legal responsibilities.

2. The staffs of both agree to fully respect and adhere to the confidentiality requirements and prohibitions of each agency regarding complaint-related information and sensitive data. Adherence to these requirements and prohibitions must be consistent with Federal and State law. In the case of conflict between Federal and State requirements, Federal requirements will prevail.

C. LEGAL PROVISIONS

1. Adams Order

OCR is bound by the requirements of the Adams v. Bell Order, C.A. 3095-70 (D. D.C. March 11, 1983). Under the Order, OCR is obliged to adhere strictly to specified procedures and time frames in handling complaints and compliance reviews. Paragraphs 6-13 of the Adams Order address procedures and time frames concerning complaints, paragraphs 14-18 cover compliance reviews. These provisions must be precisely followed to avoid any violation by OCR of the Adams Order. OCR is restricted from entering into any agreements with State agencies involving the deferral or referral of complaint or compliance review activities to the State for investigation because of the Adams Order.

2. Freedom of Information Act (FOIA)

The Freedom of Information Act, 5 U.S.C. §552, requires that any documents within the custody of OCR are subject to the disclosure requirements of the Act.

3. Privacy Act

The Privacy Act, 5 U.S.C. §552a, states that in order for OCR to disclose records, it must receive, from the head of the State or local governmental agency, a written request specifying what part of the record is desired and stating the purpose for which it is sought. If this procedure is not followed, then the record may not be disclosed. In addition, regulations require that an accounting procedure be established for records disclosed under the Act. Under this procedure, a record must be kept of the name and address of the person or entity to whom the disclosure is made, and the nature, purpose and date of the disclosure. As a general rule, an individual has a right under the

Act to be notified of disclosures of his or her records. However, when the disclosure is made to another Federal, State or local government agency or instrumentality thereof, within or under the control of the United States, the Department's regulations provide that an individual will be granted notification of disclosure only at the discretion of the responsible Department official. (See 34 C.F.R. §5b.9(b)(7)). It should also be noted that if the individual to whom the record pertains gives his or her written consent to disclosure, an accounting thereof is not required.

D. SPECIFIC PROVISIONS

The parties further agree to:

1. exchange guidelines, manuals, procedures and other information which explain how the parties operate and make their determinations of compliance and noncompliance;
2. provide each other with access to case files, including reports of findings on all open investigations and compliance reviews to the extent that release of such information is consistent with the Freedom of Information Act and Privacy Act provisions affecting their respective organizations;
3. notify one another once an educational institution has been selected for a complaint investigation or compliance review and exchange information during the preparation stage;
4. consult with each other during OCR or State initiated complaint investigations and compliance reviews. If there is joint participation, OCR retains lead responsibility for investigating and resolving the complaint or compliance review. Each agency may issue its own investigative findings. In the case of conflict between Federal and State requirements, Federal requirements will prevail;
5. assist each other's efforts to obtain voluntary compliance with civil rights laws and regulations, and consult relative to the resolution of conflicting compliance determinations;
6. inform each other of administrative or court proceedings taken against a recipient;
7. coordinate to the maximum extent possible on the provision of technical assistance;

8. exchange appropriate reports on compliance and technical assistance activities, including survey data, policy documents and special analyses;
9. exchange information to avoid duplicative requests for data from ED recipients;
10. develop systems to expedite the flow of Federal financial information pertaining to Department of Education recipients;
11. encourage the development of compatible data formats;
12. consult with each other concerning alternatives which may be available to achieve program accessibility for the handicapped at recipient institutions;
13. encourage participation in each other's training sessions to enhance the knowledge and monitoring skills of the respective staffs; and
14. conduct periodic meetings to discuss problems of mutual interest, including implementation of the MOU.

Principal staff responsible for implementation and adherence to the terms of this agreement as well as notification and consultation under this agreement are as follows:

Office for Civil Rights
Department of Education
Regional Director
Region VIII
1961 Stout Street
Denver, Colorado 80294
Telephone Number: (303) 844-5695

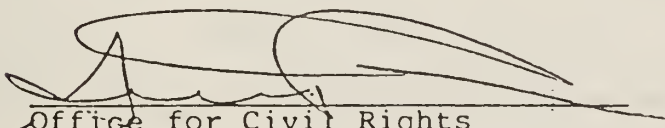
Honorable Ed Argenbright
Superintendent of Public Instruction
State Office of Public Instruction
State Capitol
Helena, Montana 59620
Telephone Number: (303) 839-2212

OCR and the State Agency may also exchange management information, including functional responsibilities, organizational chart, mission statement, and overall responsibilities.

E. CHANGING THE MOU PROVISION

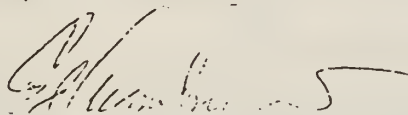
This agreement may be expanded, modified, or amended at any time by mutual consent of both agencies and shall be reviewed and renewed from time to time as needed. It may be terminated if either agency is no longer interested in pursuing the activities, the activities have been completed, or they need revision. Each party agrees to give the other 60 days notice of intention to terminate.

This Memorandum of Understanding becomes effective upon the date when both signatures are affixed below.



Office for Civil Rights
U.S. Department of Education
Civil Rights Director
Region VIII

12/12/84
Date



State Office of Public Instruction
Honorable Ed Argenbright
Superintendent of Public Instruction

Dec. 5 1984
Date

MONTANA'S
AGREEMENT OF COOPERATION
among the
DEPARTMENT OF SPECIAL SERVICES (CPI)
DEPARTMENT OF VOCATIONAL EDUCATION (OPI)
DEPARTMENT OF SOCIAL AND REHABILITATION SERVICES (SRS)
DEVELOPMENTAL DISABILITIES DIVISION (DDD)
VOCATIONAL REHABILITATION (RSD/VSD)

1. GENERAL STATEMENT OF PHILOSOPHY

The purpose of this Cooperative agreement is to mobilize all resources, appropriate on behalf of vocationally handicapped students so as to assist those students in achieving their optimum functioning level. Each agency retains sole responsibility for final decisions relative to eligibility for their respective services and relative to the nature and scope of services to be purchased by the agency.

Under this noncontractual agreement, the following responsibilities will be necessary for the successful delivery of the services needed by vocationally handicapped students enrolled in the programs of local educational agencies.

This Agreement is not intended to deter or counter the responsibilities of the parties to this agreement to perform such duties as may be required under federal or state laws and rules relating to vocationally handicapped students.

A. ALL PARTIES UNDERSTAND AND AGREE AS FOLLOWS:

- 1) To encourage local educational agencies to hold periodic joint staff meetings in which counselors, supervisors, principals, special education teachers, vo-ed teachers, DDD staff and others participate for the purposes of exchanging information and creating a better understanding of their respective services.
- 2) To invite a representative from any other party or agency to attend meetings of any existing advisory council.
- 3) To promote educational and public informational programs to create a better public understanding of the respective services of the parties to this agreement.
- 4) To abide by and comply with Sections 503 and 504 of the Rehabilitation Act of 1973 (PL 93-112) and those relevant portions of the Education for all Handicapped Children Act (PL 94-142) and the Vocational Education Act of 1984 (PL 98-524).

- 5) To safeguard client information: The disclosure of information by any party concerning a client in violation of any rule of confidentiality or for any purpose not directly connected with the administration of any responsibilities with respect to purchased services hereunder is prohibited, except on written consent of client, his attorney, and/or his responsible parent or guardian. This requirement of the respective confidentiality laws, rules, and policies governing the parties to this agreement.
- 6) To invite members of other parties to appropriate in-service training.
- 7) To facilitate the transition of handicapped youth from school to work.
 - a) Agencies under this agreement will through the coordination of the "Transition Task Force" assist in preparing and maintaining a "Transitions Brochure" which contains current referral information and procedures for each agency. "The Inter-Agency Task Force" will make those brochures available to all appropriate parties.
 - b) Through the coordination of the "Transition Task Force" the participating agencies will develop a joint training program format which could be utilized by local agency representatives, for presentation to Districts within common service areas.

B. THE SPECIAL SERVICES DEPARTMENT (OPI) AGREES:

- 1) To be the sole administrator of the delivery of special education but to do so in coordination with all parties to this agreement.
- 2) To assist the local school districts in meeting the educational needs of all handicapped students who require a special program.
- 3) To facilitate the efforts of local school districts in referring all handicapped students considered to be eligible and feasible for services to appropriate agencies in accordance with those agencies' eligibility criteria.
- 4) To encourage the efforts of local school districts in providing the necessary diagnostic information for establishing eligibility for the services available from the parties to this agreement.

Therefore, all parties to this agreement, upon giving reasonable notice at any reasonable time shall have access to records, if the parents or students (if of majority) sign a release directed to the local district. This provision is subject to any requirements governing confidentiality.

C. DEPARTMENT OF VOCATIONAL EDUCATION (OPI) AGREES:

- 1) To provide technical assistance involving vocational training of a handicapped student to any state agency or school district.
- 2) To provide funding through established application procedures to eligible agencies on a matching basis so as to initiate vocational training for the handicapped.
- 3) To cooperate with the parties of this agreement in the development of an individual plan for each handicapped student.

D. THE DEVELOPMENTAL DISABILITIES DIVISION (SRS) AGREES:

- 1) To provide for the participation of representatives of the Division as manpower resources permit on those child study teams involving developmentally disabled clients and to assist with the development of appropriate individual plans to promote smooth transition into adult services.
- 2) To approve the nature and scope of services to be provided by or under any contract to the Developmental Disabilities Division.
- 3) To accept referrals of developmentally disabled individuals who need services provided by the Developmental Disabilities Division in addition to services provided by the local education agency.
- 4) To provide as may be needed administrative, technical, and consultive services through the central and area DDD staff.

E. VOCATIONAL REHABILITATION (SRS) AGREES:

- 1) To authorize and approve all vocational rehabilitation expenditures necessary to the plan of operation.
- 2) To certify eligibility, issue authorizations and formulate all Individual Written Rehabilitation Programs. The parties understand and agree that

the eligibility of individuals to receive the purchased services shall be determined by Vocational Rehabilitation. Services can only be provided to handicapped individuals defined under the applicable provision of 34 CFR, Part 361 as follows:

Any individual who has a physical or mental disability which for such individual constitutes or results in a substantial handicap to employment and can reasonably be expected to benefit in terms of employability from vocational rehabilitation services.

- 3) To accept referrals of those physically and/or mentally handicapped blind and/or visually impaired individuals, those students being in their last year of High School, who need vocational rehabilitation services over and above those services provided for in the State Plan for Vocational Rehabilitation.
- 4) To provide through the state and district Vocational Rehabilitation staff administrative, technical and consultative services as may be needed.
- 5) To carefully monitor the wage and hour regulations on state and federal child labor which govern school rehabilitation clients in paid training sites.

F. THIS AGREEMENT WILL BE REVIEWED AND UPDATED ON OR BEFORE:

DATE: February 1, 1987

Gene Christianson
GENE CHRISTIANSON, ASSISTANT SUPERINTENDENT
DEPARTMENT OF VOCATIONAL EDUCATION (OPI)

2/27/85
DATE

Judith A. Johnson
JUDITH A. JOHNSON, ASSISTANT SUPERINTENDENT
DEPARTMENT OF SPECIAL SERVICES (OPI)

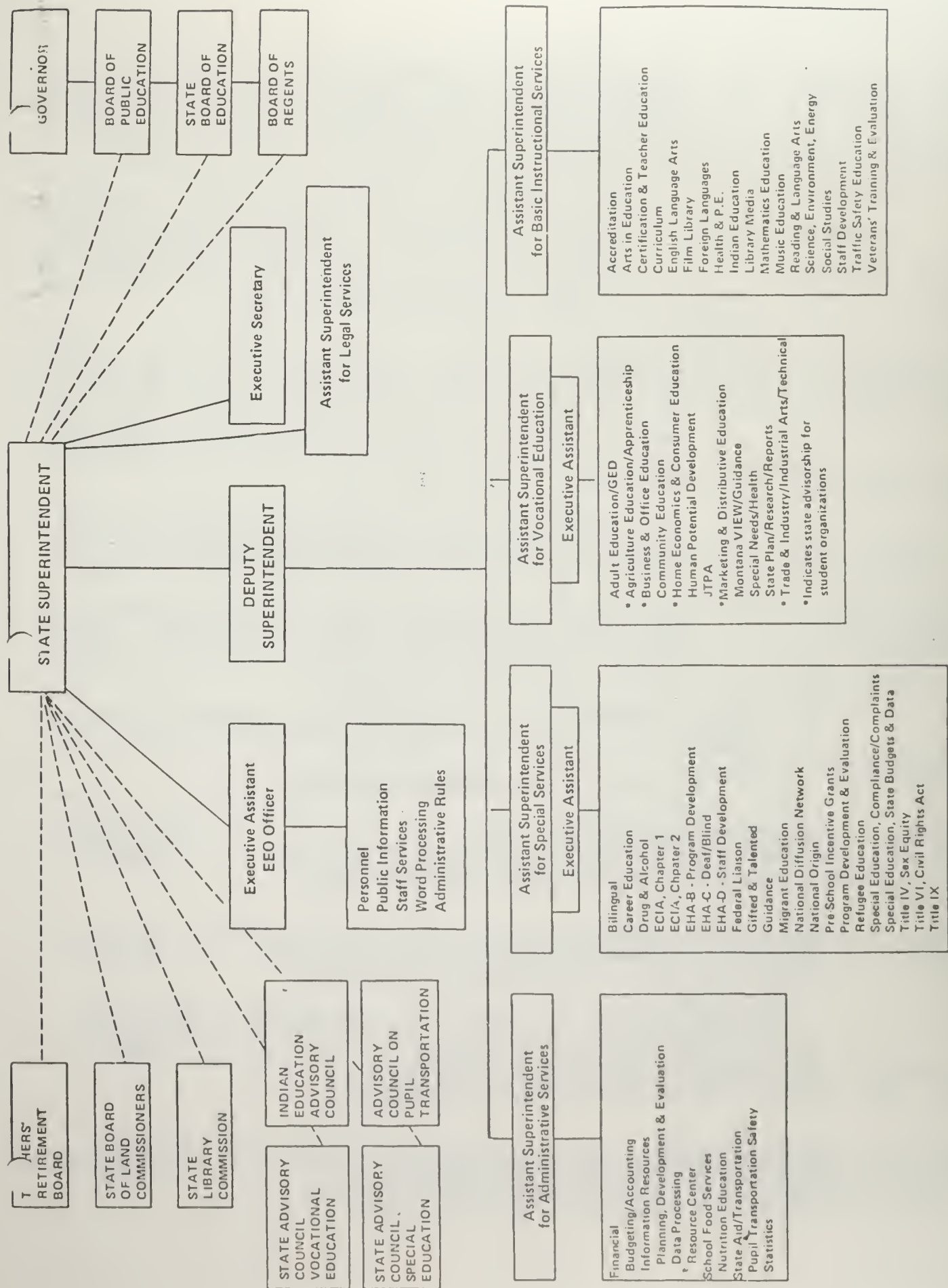
DATE

Mike Muszkiewicz
MIKE MUSZKIEWICZ, ADMINISTRATOR
DEVELOPMENTAL DISABILITIES DIVISION
SOCIAL AND REHABILITATION SERVICES

2/27/85
DATE

W. R. Donaldson
W. R. DONALDSON, ADMINISTRATOR
VOCATIONAL REHABILITATION (RSD/VSD)
SOCIAL AND REHABILITATION SERVICES

2-27-85
DATE



[illegible]

-59-

February 28, 1985

To: Senator George McCallum
Chairman, State Council on Vocational Education

Representative Gene Donaldson
Chairman, Education Subcommittee


Senator Pat Regan
Chairman, Finance and Claims Committee

Senator Chet Blaylock
Chairman, Education and Cultural Resources Committee

Representative Dan Harrington
Chairman, Education and Cultural Resources Committee

Pam Joehler
Legislative Fiscal Analyst Office

Francis Olson
Governor's Office

From: Gene R. Christiaansen 
Assistant Superintendent
Department of Vocational Education Services

Re: Montana State Plan for Vocational Education FY 1986-1988

Enclosed with this memo is a draft copy of the Montana State Plan for Vocational Education under P.L. 98-524 for the interim of fiscal years 1986 through 1988. This copy is made available to you in concert with requirements under Section 114 of the Carl D. Perkins Vocational Education Act of 1984.

At your convenience, but prior to April 30, 1985, you are requested to review the content of the Plan for commentary purposes. Written comments may be submitted to:

Office of Public Instruction
Department of Vocational Education Services
State Capitol
Helena, Montana 59620

February 28, 1985

Page Two

In accordance with the federal law, your comments and those of other councils, members of the legislature and general public will be reviewed and incorporated within specific sections of the Plan if not addressed in existing content.

There is not an established methodology to recommend respecting a review process; however, your familiarity with P.L. 98-524 will assist you in providing comment. If you wish to acquire a copy of the law or proposed regulations for the Act, please contact the Office of Public Instruction at 444-3095 or 1-800-332-3402 and request a mailing.

This Plan will be made available for comment through the Montana Inter-governmental Review Clearinghouse of the Governor's office as well as at three locations throughout the state. Notification of location, time and place of the public hearings will be published in area newspapers in advance of the public hearings.

If members of the Department of Vocational Education Services can be of assistance, please do not hesitate to phone.

hd

enc.

xc: Center Directors
Center Superintendents
Representative Francis Bardanoue (Chairman, Appropriations Committee)
Members of State Council on Vocational Education



OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

Ed Argenbright
Superintendent

April 18, 1985

Dear

On February 28, 1985 a draft copy of the Montana State Plan for Vocational Education was sent to your attention for commentary purposes as required in the Carl D. Perkins Vocational Education Act of 1984.

This follow-up correspondence is issued to encourage your comments to be received on or before April 30, 1985 so that the plan may be submitted to the Office of Vocational and Adult Education on May 1, 1985.

In order to expedite your input, we are providing a telephone dictation service. You may telephone your comments to a central dictation system using a push-button phone by simply following the instructions on the enclosed card. We will provide a copy for your records if you will request such.

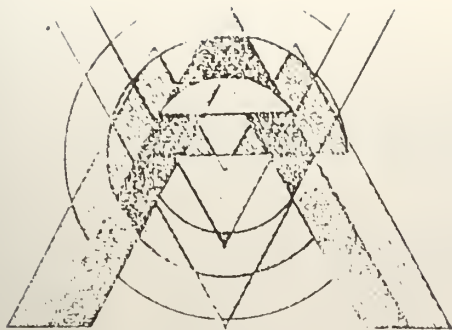
We realize your busy schedule requires your attention to other matters; however, we do not want to deny you input if you so desire. If you have misplaced the plan copy or you wish to receive a copy of the P.L. 98-524 and Regulations, please call my office at your earliest convenience.

Sincerely,

GENE R. CHRISTIAANSEN
Assistant Superintendent
Department of Vocational Education Services

cc: E. Argenbright
W. Anderson
J. Whealon
R. Ruthemeyer
K. Penrod

mec9



MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

Kathryn M. Penrod, Ph.D.
Executive Director

April 25, 1985

Superintendent Ed Argenbright
Office of Public Instruction
Room 106, State Capitol
Helena, Montana 59620

Dear Superintendent Argenbright:

This letter assures that there has been cooperation between the Sole State Agent for Vocational Education in Montana and the Montana Advisory Council for Vocational Education in drafting the 1986-1988 Montana State Plan for Vocational Education.

The State Advisory Council met with your staff to identify recommended funding decisions, review the RFP process, and evaluate the goals for vocational education in Montana.

Pursuant to Sec. 114(b)(1), members of the State Council on Vocational Education received copies of the draft Plan on March 1, 1985. The draft Plan was reviewed by Council members. No objections were determined; however, the Montana State Council filed comments with the Sole State Agent following their review of the Plan.

The members of the State Council note that the Plan as written in its draft form represents an accountability for compliance to the Carl D. Perkins Vocational Education Act of 1984. As a compliance document it is brief and factual; this represents an improvement over former Plans.

Council members strongly support the concept of a supplemental document that includes goals, activities, and plans for strengthening vocational education throughout Montana.

Finally, considering the recent passage of the Carl D. Perkins Act, the restrictive nature of the Act, the unfinished federal regulations, the proposed governance changes in Montana, the Montana legislative budgeting process, and the absence of an official State Council until April 18, 1985, we want to commend the Sole State Agent and his staff for completing the draft document by March 1, 1985.

Sincerely,

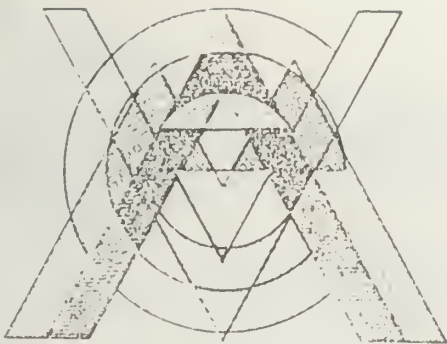
Senator George McCallum

Chairman, Montana Council for Vo Ed

Executive Management Bldg., 1228 11th Avenue

Helena, Montana 59620

Phone (406) 444-2964



MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

Kathryn M. Penrod, Ph.D.
Executive Director

April 24, 1985

Superintendent Ed Argenbright
Office of Public Instruction
Room 106, State Capitol
Helena, Montana 59620

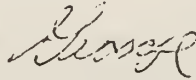
Dear Superintendent Argenbright:

Following the Council's review of the 1986-1988 Montana State Plan for Vocational Education, we are filing the following four comments with your office.

1. Goals: The Council notes that the goals, as currently stated, lack clearly defined objectives. In the future, it will be difficult for Montana's Sole State Agent for Vocational Education and/or the State Council on Vocational Education to determine the degree to which these goals have been achieved. The Council found that an identified connection between goals and funded projects is not apparent in the Plan.
2. Technical Committees: The State Council regards the concept of technical committees as important to the implementation of the Carl D. Perkins Act. A useful description of planned organization and activities of the technical committees is not included in the draft Plan. The Council believes that the development of a more structured plan for the technical committees should be a priority.
3. Program Descriptions: The State Council believes that in the Plan there is insufficient descriptions of the technological and educational quality of vocational curricula, equipment, and instructional materials to enable vocational students and instructors to meet the challenges of increased technological demands of the Montana workplace.

4. Cost Sharing Requirement: In reviewing the State Plan and the RFP process, the Council notes that a clear definition of cost sharing is not included. In the Council's opinion, federal money should be targeted toward some current programs that have potential to meet future labor market needs. A commitment to upgrade, improve, and expand those programs should be emphasized. An explanation of the criteria used to determine eligibility of on-going programs to receive federal dollars and state match dollars is needed in the Plan.

Sincerely,



Senator George McCallum
Chairman
Montana Council on Vocational Education

GMC/KMP/kar

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding regarding the Montana Department of Labor withholding up to \$150,000 of eight percent education set-aside (Sec. 123 P.L. 97-300) for its administration costs and the operation of the Montana Career Information System which is to be housed under and operated by the Montana Department of Labor, is administering agency for the office of the Governor under the Job Training Partnership Act (P.L. 97-300) and the Office of Public Instruction, Department of Vocational Education Services as the designated recipient for funds under Section 123 of P.L. 97-300.

It is understood that P.L. 97-300 and P.L. 98-524 address in concert the coordination for a State Occupational Information Coordinating Council (SOICC) and specifically within P.L. 97-300 language addresses a required career information system. Inasmuch as there exists both a SOICC and a MCIS it is desirable that activities be coordinated in the manner agreed upon in formal action by both committees of the entities resulting in housing SOICC and MCIS under the Department of Labor.

It is further understood that funds from the National Occupational Information Coordinating Council will support the SOICC personnel and services and that funds to support an adequate staffing and service level for the MCIS will be derived from that portion of the Governor's discretionary funds known as the eight (8) percent in an amount not to exceed \$150,000 or the pro rata percentage of \$150,000 to the total of these eight percent funds using fiscal 1985 as the base year. Such funds will be made available for activities under Sec. 123(c)(3) with match provided in authorizing language of Sec. 123(b).

The sums derived shall be available for MCIS funding and will be the administrative responsibility of the Department of Labor, Job Service. Such administrative costs as may be applied for Job Service administration of the grant shall first be subtracted from the \$150,000 total resulting in the balance for MCIS support.

This Memorandum is intended to be in force from July 1, 1985 until June 30, 1988 unless the Montana Department of Labor decides to terminate the operation of MCIS or either party to this Memorandum of Understanding notifies, in writing, the other party that it wishes to withdraw as a party to this Memorandum of Understanding.

This understanding is not binding if found to be in violation of federal or state law and is tendered as a cooperative Memorandum of Understanding by and between the Department of Labor and the Office of Public Instruction.

COMMISSIONER OF LABOR

STATE SUPERINTENDENT

JOB SERVICE--JTPA
Department Head

ASSISTANT SUPERINTENDENT
Vocational Education Services

mec4

CONTROVERSY APPEAL

20-3-107. Controversy appeal. (1) The superintendent of public instruction shall decide matters of controversy when they are appealed from:

(a) a decision of a county superintendent rendered under the provisions of 20-3-210; or

(b) a decision of a county transportation committee rendered under the provisions of 20-10-132.

(2) The superintendent of public instruction shall make his decision on the basis of the transcript of the fact-finding hearing conducted by the county superintendent or county transportation committee and documents presented at the hearing. The superintendent of public instruction may require, if he deems necessary, affidavits, verified statements, or sworn testimony as to the facts in issue. The decision of the superintendent of public instruction shall be final, subject to the proper legal remedies in the state courts. Such proceedings shall be commenced no later than 60 days after the date of the decision of the superintendent of public instruction.

(3) In order to establish a uniform method of hearing and determining matters of controversy arising under this title, the superintendent of public instruction shall prescribe and enforce rules of practice and regulations for the conduct of hearings and the determination of appeals by all school officials of the state.

(4) Whenever in a contested case the superintendent of public instruction is disqualified from rendering a final decision, he shall appoint a hearing examiner as provided in 2-4-611 and the decision of the hearing examiner constitutes the superintendent's final order except as provided in this subsection. Such final order is subject to all the provisions of Title 2, chapter 4, relating to final agency decisions or orders, including judicial review under Title 2, chapter 4, part 7.

(History: En. 75-5709 by Sec. 18, Ch. 5, L. 1971; amd. Sec. 1, Ch. 300, L. 1974; R.C.M. 1947, 75-5709; amd. Sec. 2, Ch 467, L. 1979.)

Cross References

Oaths, Title 1, ch. 6.

Affidavits, Title 26, ch. 1, part 10.

Perjury, 45-7-201.

False swearing, 45-7-202.

NOTICE OF RESPONSIBILITY
TO
ELIGIBLE RECIPIENTS

The Montana application process began with eligible recipients submitting a pre-application. One of the requirements to complete the application process is to have the highest administrative authority of the successful eligible recipient sign a copy of the following assurances with projects involving handicapped and disadvantaged students.

The eligible recipient assures that the Carl D. Perkins Vocational Education Act project funds for services and activities for handicapped individuals and disadvantaged individuals will:

(b)...Provide information to handicapped and disadvantaged students and parents of such students concerning the opportunities available in vocational education at least one year before the students enter the grade level in which vocational education programs are first generally available in the State, but in no event later than the beginning of the ninth grade, together with the requirements for eligibility for enrollment in such vocational education programs.

(c) Each student who enrolls in vocational education programs and to whom subsection (b) applies shall receive--

(1) assessment of the interests, abilities, and special needs of such student with respect to completing successfully the vocational education program;

(2) special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs described in clause (1);

(3) guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and

(4) counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

PROCEDURES FOR REQUESTING 1986 MONTANA VOCATIONAL
EDUCATION FUNDS

CARL D. PERKINS VOCATIONAL EDUCATION ACT

Ed Argenbright, Superintendent
Office of Public Instruction
State Capitol
Helena, Montana 59620

January 1985

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I. INTRODUCTION

- A. A New Law--On October 18, 1984 the "Carl D. Perkins Vocational Education Act" of 1984 was signed by President Reagan.

The new law replaces the amended 1963 Vocational Education Act and substantially revises the previous methods of application, funding and operations.

It is the purpose of this Act to:

"(1) assist the States to expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the Nation's existing and future work force for marketable skills and to improve productivity and promote economic growth;

"(2) assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, who are handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions;

"(3) promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the States, and in making the vocational system more responsive to the labor market in the States;

"(4) improve the academic foundations of vocational students and to aid in the applications of newer technologies (including the use of computers) in terms of employment or occupational goals;

"(5) provide vocational education services to train, retrain, and upgrade employed and unemployed workers in new skills for which there is a demand in that State or employment market;

"(6) assist the most economically depressed areas of a State to raise employment and occupational competencies of its citizens;

"(7) to assist the State to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic purposes of this Act;

"(8) improve the effectiveness of consumer and homemaking education and to reduce the limiting effects of sex-role stereotyping on occupations, job skills, levels of competency, and careers; and

"(9) authorize national programs designed to meet designated vocational education needs and to strengthen the vocational education research process."

The law is divided into five parts as follows:

- Title I - Vocational Education Assistance to the States
 - Part A - Allotment and Allocation
 - Part B - State Organizational and Planning Responsibilities
- Title II - Basic State Grants for Vocational Education
 - Part A - Vocational Education Opportunities
 - Part B - Vocational Education Program Improvement, Innovation, and Expansion
- Title III - Special Programs
 - Part A - State Assistance for Vocational Education Support Programs by Community Based Organizations
 - Part B - Consumer and Homemaker Education
 - Part C - Adult Training, Retraining, and Employment Development
 - Part D - Comprehensive Career Guidance and Counseling Programs
 - Part E - Industry-Education Partnership for Training in High Technology Occupations
- Title IV - National Programs
 - Part A - Research
 - Part B - Demonstration Programs
 - Part C - Vocational Education and Occupational Information Data System
 - Part D - National Council on Vocational Education
 - Part E - Bilingual Vocational Training
 - Part F - General Provisions
- Title V - General Provisions
 - Sec. 501 - Payments
 - Sec. 502 - Federal Share
 - Sec. 503 - Maintenance of Effort
 - Sec. 504 - Withholding: Judicial Review
 - Sec. 505 - Credits
 - Sec. 506 - Authority to make Payments

The new law will require a State Plan for Montana which will provide for the general direction of activities funded under the law for a time period of three years.

- B. "Planning Cycle" - Each state that desires to receive funds under the provisions of the Carl D. Perkins Vocational Education Act must meet certain requirements. The requirements include statements of certification and assurances relative to the planning and administration of federal funds in concert with state funds.

The new planning cycle will begin February 1985 with the submission of a draft copy of the state plan to the Legislature, the state Job Training Coordinating Council and the State Council for Vocational Education.

The final plan must be submitted to the Office of Vocational-Technical and Adult Education in Washington, D.C. by May 1, 1985.

Approval or disapproval of the State Plan must be made by July 1, 1985.

The funds for program year activities beginning July, 1, 1985 may be available within 30 days of approval of the State Plan.

Each eligible recipient noted on page 18 may become involved by initially responding to a request for proposal (RFP) which will reflect local interest and needs and will serve as the basis of the state plan.

"RFP Process" - The response from the field or the "eligible recipients" defines the state of Montana's plan to address basic grant vocational opportunities, program improvement, innovation or expansion plans and special program areas that will assist specific groups or individuals in accordance with the purposes of the Act (See "Purposes"; p. 1). The RFP process has been streamlined so that all eligible recipients can respond through a condensed version, the "preapplication." This preapplication will, if approved for funding by a committee of readers, require a follow-up.

C. Questions Most Commonly Asked

1. What is the money for? Primarily for specific population students and vocational education program improvement, innovation and expansion. See Table 1, page 9.
2. Who may obtain the money? At present, an eligible recipient is defined as a high school district, community colleges, Native American community colleges, vocational-technical education centers and community based organizations.
3. What restrictions are there? Include but not limited to: a) comply with the Vocational Education Act of 1984; b) compliance includes required reports and fiscal records; c) supply evidence that the project required match is met; d) assurances required by the Act must be agreed to by the board of trustees; e) subject to state and/or federal audit.
4. How do I apply? Follow the procedures on page 4.
5. Is the process complex? No. a) Write a preapplication (about two pages); b) if preapplication is approved, supply a budget detail with explanation of methods and activities; c) request forward funding; d) complete objectives; e) send two copies of the final report and/or other materials; f) send one certified final expenditure report; g) maintain records.
6. What records must I keep? The fiscal agent must maintain the fiscal records for five years after the end of the project. Equipment inventories must be maintained. No commingling of funds is permitted, and audit trails must be evident.
7. Must funds be line itemed? Yes. A form will be provided to successful preapplicants.
8. Will the project be audited? Locally through your yearly audits. The project is subject to state and/or federal audits on compliance as well as fiscal regulations.

9. Will the project be funded for three years? No. Each year a preapplication must be submitted. Title II, Part A (handicapped and disadvantaged) funds can be used for maintaining on-going projects if they meet the evaluation criteria. Funding is always contingent upon federal funds being received by the state.
10. What do you agree to if you take handicapped or disadvantaged funds?
- Assure that equal access will be provided in recruitment, enrollment and placement to all disadvantaged and handicapped students.
 - All vocational programs of the school must be available to disadvantaged and handicapped students.
 - The least restrictive environment must be provided.
 - Coordinate vocational programs for the handicapped or disadvantaged student with vocational education or special education.
 - Provide parents of handicapped or disadvantaged students with information about the vocational education opportunities available to their children.
 - Assess the interest, abilities and special needs of handicapped and disadvantaged students necessary to enhance successful completion of a vocational education program.
 - Handicapped or disadvantaged students will be provided adapted curriculum, instruction, equipment and facilities to help them successfully complete the vocational program.
 - Professionally trained counselors will provide guidance, counseling and career development activities.
 - Counseling services will be provided to assist the handicapped or disadvantaged student make the transition from school to employment.
11. Is it possible to gain financial assistance to determine the interests, abilities and special needs for handicapped and disadvantaged students? Yes, a separate project may be written to provide local districts assistance in determining needs, publicizing opportunities and assuring that the extra effort of counseling and guidance activities are met.

D. PROCEDURAL INSTRUCTIONS

"How to Apply"

- Select an activity or part from Title II or III for a preapplication reflecting an interest of the eligible recipient; (see Table 1).
- Write a preapplication. Use the format below. Note: all headings which are underlined must be answered.
- Contact your school administrator or board as applicable. Obtain a letter stating that the school district approves of the preapplication. Include the letter with the preapplication. If board approval is pending, so state.

4. Use the evaluation criteria on pages 7 and 8 to score your own preapplication.
5. Deliver two (2) preapplications before February 16, 1985, 5:00 p.m., or mail the preapplication before February 14, 1985 to:

Robert Ruthemeyer
Department of Vocational Education
Office of Public Instruction
State Capitol
Helena, Montana 59620

6. Successful preapplications may be funded, pending receipt of federal funds; however, they will have to provide:
 - a) detailed budget which will include the match funds (if appropriate);
 - b) detailed Activities and Methodology; and
 - c) sign-off on assurances required in the law.

These documents will, when approved in final form, serve as the basic reference for intent, purpose and final determination for each project.

SAMPLE
PREAPPLICATION
Date 2/8/85

Title: Montana Adoption/Adaptation of PACE Materials

Person Responsible for Objectives and Advisory Committee: Mr. John Doit, M.S. Secondary Education, Masters Thesis on Cooperative Education; 15 years Marketing Education teacher.

Advisory Committee:

Jane Jobs; 10 yrs. teaching Marketing Education in a neighboring school participating in project.

Delores Doe; 12 years local business, has supervised cooperative education student in her business.

Paul Know; Marketing Education teacher in a participating project school, 15 years teaching.

Institution: Hometown High School
P.O. Box 1234
Somewhere, MT 59601

Objectives: Seventy percent of the Marketing Education teachers will adopt or adapt in whole or in part the PACE material in the 1987 school year.

Literature Review: The National Center for Research in Vocational Education has developed the PACE materials. The PACE materials are a comprehensive entrepreneurship curriculum. These recent materials are being widely used in the United States; however, none are currently being used in Montana.

Activities and Methodology: Order 23 sets of the PACE materials in July 1986. The materials will be distributed, and instruction on their use will be given at the MAME (Montana Association of Marketing Educators) meeting October 18-19, 1986. About mid-May 1986 a telephone survey will be made of the participating teachers. The survey will ask about the use and/or intended use of the PACE materials.

Evaluation: Success will be to have 70 percent or more of the participating teachers adopt or adapt in whole or in part the PACE material to the Montana Marketing Education curriculum.

Results, Products and Dissemination: The results of this project will be announced in the MAME newsletter and/or meeting. Since nearly all MAME members will participate, the dissemination will be complete.

Sex Bias and Stereotyping: At present both the teaching staff and marketing education students are in male to female ratio of about 50:50. With this ratio there should be no sex bias.

Budget Total Cost: \$3,000

Coordination: The project director has met with the chairman of the Private Industry Council. The project does not conflict with any JTPA projects. The project director contacted the local special education teachers, Chapter 1 teacher and county Social and Rehabilitation Services chairperson. Each of the persons contacted will be given an informational brochure describing the PACE materials.

VOCATIONAL EDUCATION COMPETITIVE

PREAPPLICATION REVIEW

Applicant _____

Title _____

Directions - Please rate the point value of the preapplication you believe the project merits. If you give a low point value for any section, please comment.

Each proposal will have a minimum of two readers. If there is a point spread of greater than 15 points between the two, a third reader must be obtained.

1. Person Responsible for Objectives, Qualifications and Advisory Committee*: (7 points possible)

Does the person responsible for the objectives have the academic and work experience qualifications to do the job? Are advisory committee members named and current and/or past experience indicated? Are advisory committee members' work experiences pertinent to the proposal? NOTE: Up to 5 bonus points may be added if the applicant has a good performance record with the office. Narrative and Final Expenditure turned in by deadline?

COMMENTS:

2. Objectives: (20 points possible)

Does the proposal have objectives that show end products and/or outcomes which relate to the documented need or problem? Does the objective show:

What is going to be done?

When it is going to be done?

How it is going to be measured?

Remember, objectives are outcomes and not methods or activities.

COMMENTS:

3. Literature Review: (8 points possible)

Does a review of the literature (i.e., search of ERIC) have specific or comparable research on the subject?

COMMENTS:

*Advisory Committees are not necessary for research, guidance, equipment and professional development.

4. Activities and Methodology: (15 points possible)
Do the activities and/or methods show specific planning as to what will be done to reach each objective? This section should show very clearly:
What will be done.
Who will do it and the time required.

COMMENTS:

5. Evaluation: (15 points possible)
Is there a clear plan of evaluation? Does the evaluation plan measure and relate to accomplishment of the proposal objectives? Does the evaluation tell who will collect data or information; what will be collected; how it will be collected and when? What is the criteria for success or failure?

COMMENTS:

6. Dissemination: (10 points possible)
Will publications or other materials be produced? Is there a well-defined plan to get the project information or materials to vocational teachers and others?

COMMENTS:

7. Sex Bias and Stereotyping: (8 points possible)
Are Title IX and other state and federal Civil Rights requirements met? The preapplication should be free from sex, race and other bias, stereotyping and illegal discrimination.

COMMENTS:

8. Total Budget: (10 points possible)
Is the total cost reasonable?

COMMENTS:

9. Coordination: (7 points possible)
Is there a comment describing the coordination with relevant programs conducted under the Job Training Partnership Act and the Adult Education Act, Chapter 1 of the Education Consolidation and Improvement Act, Education of the Handicapped Act, Rehabilitation Act of 1973 and with apprenticeship training programs?

Total Points _____

Name of Reader

Date

TABLE 1

FUNDS AVAILABLE BY ELIGIBLE RECIPIENT

MATRIX

Funding Categories	Eligible Recipients					Funds Available	
	Match Funds Req'd	High School Districts	Vo-Tech Centers	Native American Com. Coll.	Comm. Based Organizations	Comm. Coll.	FY 1986 Funds Available
Category							
Handicapped Program Services or Activities	Yes	X	X	X	X	X	\$244,392
Disadvantaged Adult Training	Yes	X	X	X	X	X	\$537,622
Single Parent/Homemakers	No		X	X	X	X	\$293,270
Sex Bias/Stereotyping	No	X	X	X	X	X	\$211,988
Correctional Institutions	No		X	X	X	X	\$ 85,557
Curriculum Development	Yes	X	X	X		X	\$ 24,439
Personnel Development	Yes	X	X	X		X	\$ 30,000
Guidance and Counseling	Yes	X	X	X	X	X	\$ 76,154
Apprenticeship	Yes	X	X	X	X	X	\$ 76,067
Expansion of New Program and Equipment	Yes	X	X	X	X	X	\$ 60,000
Revitalization of Business and Industry	Yes		X	X	X	X	\$100,000
Area Vo-Tech Centers	Yes		X				\$ 26,803
Communications/Telecomm.	Yes	X	X			X	\$553,551
Math and Science Fundamentals	Yes	X	X			X	\$ 55,104
Student Organizations	Yes	X	X			X	\$ 60,000
Consumer Homemaker	Yes	X				X	\$ 5,000
1/3 to depressed areas						X	\$ 94,405

Limitations/Restrictions

Handicapped and Disadvantaged projects shall fund with federal money only those costs which are supplemental or additionally required to serve the handicapped or disadvantaged inclusive of:

1. Additional staff
2. Equipment
3. Materials
4. Services that are essential to ensure handicapped or disadvantaged enrollees reasonable expectation to succeed.

Typical uses of disadvantaged funding include the acquisition of modern machinery and tools in schools with at least 75 percent of the student enrollment is economically disadvantaged, training and retraining of adults who are disadvantaged including costs of keeping postsecondary facilities open longer, basic literacy instruction and necessary materials to assist single parents and homemakers with the development of marketable skills, providing information to single parents and homemakers to inform them of vocational education and related support services and other such activities as permitted in Section 201.

Adult Training may include projects for activities, services or programs which improve and expand adult postsecondary vocational education opportunities. Funds may be used in coordination with Job Training Partnership Act, Title III activities, older worker training programs, displaced workers and homemakers, or for programs of study for which credit is given toward an associate or other degree (but not designated as baccalaureate or higher), basic literacy, improving accessibility for training and support services including training and retraining.

Single Parent and Homemaker projects may provide for support services, guidance, counseling and information as well as activities and programs noted in the adult training paragraph above. The population served, however, must be as the title indicates. (See definitions.)

Sex Bias and Stereotyping projects will include support of program services and activities to eliminate sex bias and stereotyping in secondary or postsecondary vocational education, services and activities for girls and women designed to enable the participants to support themselves and their families and/or support services such as dependent care and transportation for individuals participating in vocational education programs and placement services for students who have successfully completed vocational education programs.

Correctional Institution programs, services and activities for those populations assigned to prisons, jails, reformatories, work farms, detention centers or halfway houses.

Curriculum Development projects are available in any occupational field with emphasis upon academic foundations applied in vocational programs. Projects should identify competencies requisite to entry level employment, upgrading and/or appropriate counseling and guidance materials. Emerging occupational areas, new technology areas and high technology curriculum development projects will be given priority.

Personnel Development projects may include inservice and preservice training designed to increase the competence of vocational education teachers, counselors and administrators, including special emphasis on the integration of handicapped and disadvantaged students in regular courses of vocational education. Schooling, workshops, industry training programs and short-term business update workshops or seminars are encouraged.

Industry/business tours designed to update teachers and others in the needs and, consequently, the minimum competencies desired by employers in emerging and high technology areas of employment will receive consideration.

Convention attendance, workshops or tours lacking direct vocational program application will receive low priority.

Guidance proposals may include the implementation and improvement of quality vocational guidance and counseling programs, job placement and follow-up of successful completers, the establishment of resource centers complete with labor market data/data systems and other support mechanisms necessary to assist disadvantaged, handicapped, minorities, women and limited English speaking populations.

Guidance and counseling funds may also be used to assist populations served in self-assessments, career planning, career decision making and development of employability skills.

Projects which provide opportunities for counselors to obtain firsthand experience in business and industry and projects that acquaint students with current practices in business and industry or apprenticeship programs will be considered. The purchase of materials, equipment and/or development of informational mechanisms may be proposed within the purposes of the Act.

Apprenticeship proposals may provide the related instructional efforts under the National Apprenticeship Act in concert with local business, industry, labor and other appropriate apprenticeship training entities. Non-traditional placements, women in apprenticeship and existing goals for enrollment of apprentices are applicable. Improvement of programs, including instructional efforts involving high-technology, will be desired for funding.

Expansion of new programs and equipment proposals shall address student needs as determined from interest surveys or guidance and counseling efforts and advisory committee input. New programs addressing emerging occupations, high technology or high demand for placement of successful completers will receive priority, especially from areas of the state defined as economically depressed.

Equipment purchases shall reflect improvement in the quality of the programs as evidenced by advisory committee recommendations for the acquisition of up-to-date technology.

Revitalization of Business and Industry proposals shall address upgrading and updating of the labor force to promote entry of new businesses and industries into the state or community or to assist existing industry/business in employee training for new products, processes or marketing. Projects to train persons threatened by technological displacement or the training of displaced homemakers and single parents will be given priority.

Area Vocational-Technical Center projects include a wide range of activities, services or programs that meet the purposes of the Act inclusive of new, improved or expanded programs of quality vocational education efforts. The acquisition of equipment, renovation of facilities to accommodate new equipment, offering of innovative programs that stress new or emerging technologies which address out-of-school youth, adults and other populations within the Act, and any other program, service or activity including guidance and counseling activities as permitted in law will be considered for funding.

Depressed areas will receive priority in this postsecondary category.

Communications/Telecommunications projects must be designed to improve, expand or offer innovative service, activities or programs, including the purchase of equipment for vocational education efforts.

Programs that offer upgrading and the enhancement of skills through the use of telecommunications, inclusive of fundamental or related vocational courses, will be considered.

Purchase of materials will receive priority over proposals to generate local video instructional materials.

Mathematics and Science Fundamental proposals shall address the conduct of special courses and teaching strategies designed to teach fundamental principles of mathematics and science through practical applications which are an integral part of the student's occupational program.

Student Organization proposals, as submitted through eligible recipients, shall address leadership and occupational related skills which are an integral part of the secondary and postsecondary instructional programs.

Consumer and Homemaker Education proposals include projects within economically depressed areas at the secondary level. One-third of the federal funds allocated to the state may be used to fund up to 90 percent of the costs of the programs in depressed areas providing that schools apply for such funding.

Of the remaining funds, activities to encourage participation in consumer homemaking of the traditionally underserved, elimination of sex bias and sex stereotyping program development and improvement to strengthen vocational education and support services and activities may be proposed.

A wide array of activities, services and programs are available within this category.

III. PREAPPLICATION IDEAS

The topical areas that follow are concepts or ideas that eligible recipients may want to consider. Other proposals will be considered in concert with the purposes of the Act. Consult the "Limitations and Restrictions" under Part II for other idea potentials.

Note that time frames for projects will generally be twelve (12) months beginning July 1 and ending June 30.

Handicapped, Disadvantaged Activities, Services or Programs

1. Develop and produce a combined manual which would provide directions regarding activities of a teacher aide in vocational education programs and methods of utilizing an aide for vocational education involving the handicapped or disadvantaged.
2. Provide inservice training to a group of secondary and postsecondary guidance counselors addressing handicapping conditions and successful guidance techniques.
3. Develop an effective and efficient transition model for the moderately handicapped students from school to work. Proposers must use a coordinated approach of all agencies serving this group. A written interagency agreement specifying those services each agency agrees to provide must be a part of this project.
4. Develop and implement a follow-up and placement survey using a sample of special needs students identified as handicapped and who have participated in a special needs project or a vocational education program before graduating from high school. Individual identity of students must remain confidential.
5. Develop or improve prevocational or vocational education programs to serve disadvantaged students where a verifiable high dropout rate exists and 75 percent of the students enrolled in the school grades 9-12 are economically disadvantaged. Funds may be used for tools and equipment.
6. Improve and/or expand the ability of the school to assess the interests, abilities and specific special needs of handicapped and/or disadvantaged students who are to enroll in prevocational or vocational education programs.
7. Improve special needs program or develop a new program to serve the identified needs of a group of handicapped or disadvantaged students.
8. Pilot test vocational agriculture instructional materials developed for Montana Native American students and provide inservice training in the use and implementation of these curriculum materials in a minimum of four sites on or near an Indian reservation. The vocational agriculture instructional materials for Montana Native American students mentioned above are currently being developed under Project #85-5703-05-20-17-D376.
9. Activities which encouraged coordination with the Job Training Partnership Act; including but not limited to classroom training, adult basic education and Job Training Partnership Act, Title III activities.

Adult Training

10. Entry level training, retraining, upgrading and/or employment development for adults, single parents, older individuals, dislocated workers, homemakers and other minority groups.

Single Parents or Homemakers

11. Provide vocational educational services and activities to meet the special needs of and enhance the participation of individuals who are single parents or homemakers.
12. Provide transitional services such as attitudinal and/or motivational pre-vocational training programs.
13. Provide guidance and counseling to assist students with occupational choices and with the selection of vocational education programs.

Sex Bias and Stereotyping Elimination

14. Provide services and activities to eliminate sex bias and stereotyping in secondary and postsecondary education.
15. Provide vocational education programs, services and activities for girls and women, age 14-25, designed to enable the participants to support themselves and their families.
16. Provide support services for individuals participating in vocational education programs, services, and activities to eliminate sex bias and stereotyping and/or for girls and women ages 14-25 including dependent care services (child care) and transportation.
17. Provide assessment of students' needs in relation to vocational education and jobs.

Correctional Institutions

18. Provide vocational education services and activities designed to meet the future employment needs of criminal offenders who are serving in a correctional institution.

Curriculum

19. Improve, expand or develop innovative curriculum applicable to various Montana vocational education programs including the application of basic skills training.

Personnel Development

20. Provide inservice training designed to increase the knowledge and competence of vocational education teachers, counselors and administrators about the Carl Perkins Vocational Education Act of 1984.

21. Provide inservice training designed to increase the knowledge and competence of vocational education teachers, counselors and administrators with the latest technological advancements in various vocational program areas. .
22. Provide inservice training designed to increase the knowledge and competence of vocational education teachers, counselors and administrators to enhance the utilization of business and industry representation on advisory committees for the purposes of program quality improvement.

Guidance and Counseling

23. Develop and implement a vocational guidance process to encourage the elimination of sex, age and race bias and stereotyping.
24. Plan and establish a new or upgrade existing career assistance centers at postsecondary or adult levels.

ADDITIONAL INFORMATION

The toll free number to contact the Office of Public Instruction is 1-800-332-3402.

	<u>Staff</u>	<u>Direct Telephone</u>
Handicapped & Disadvantaged		
Proposals	Barbara Crebo	444-3036
Adult Training	Gene Christiaansen	444-2413
Single Parents and Homemakers	Raymond D. Brown	444-4440
Sex Bias & Stereotyping	Raymond D. Brown	444-4440
Elimination		
Correctional Institutions	Jeff Wulf	444-4452
Curriculum	Staff	
Personnel Development	Marion Reed	444-4454
Guidance and Counseling	Montez Briggs	444-4453
Apprenticeship	Leonard Lombardi	444-4451
Expansion of New Programs	Staff	
Revitalization of Business and Industry	Gene Christiaansen	444-2413
Vo-Tech Centers	Gene Christiaansen	444-2413
Communications/Telecommunications	Gene Christiaansen	444-2413
Math and Science	Bob Ruthemeyer	444-4449
Student Organizations	Staff	
Consumer Homemaking	Mary McAulay	444-2059
General Information-Procedures	Bob Ruthemeyer	444-4449
Equipment	Bob Ruthemeyer	444-4449

IV. DEFINITIONS:

1. Administration - means activities of a state necessary for the proper and efficient performance of its duties under the Act, including supervision but not including curriculum development activities, personnel development, technical assistance or research activities. Montana will not fund local administration or supervisory activities of local administrators with federal funds.
2. Apprenticeship Training Program - means a program registered with the Department of Labor or the State apprenticeship agency in accordance with the Act of August 16, 1937, known as the National Apprenticeship Act, which is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and a union.
3. Area Vocational Education School - means (A) a specialized high school used exclusively or principally for the provision of vocational education to individuals who are available for study in preparation for entering the labor market; (B) the department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields to individuals who are available for study in preparation for entering the labor market; (C) the department or division of a junior college or community college or university operating under the policies of the state board and which provides vocational education in no less than five different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if, in the case of a school department, or division described in subparagraph (D) of this subparagraph, it admits as regular students individuals who have either completed or who have dropped out of high school.
4. Career Guidance and Counseling - means those programs (A) which pertain to the body of subject matter and related techniques and methods organized for the development of career awareness, career planning, career decision making, placement skills and knowledge and understanding of local, state, and national market needs, trends and opportunities, and (B) which assist individuals in making and implementing informed educational and occupational choices.
5. Community-Based Organization - means any such organization of demonstrated effectiveness described in section 4(5) of the Job Training Partnership Act.
6. Construction - includes construction of new buildings and acquisition and expansion, remodeling and alteration of existing buildings, and includes site grading and improvement and architect fees.
7. Cooperative Education - means a method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks or other periods of time in fulfilling the cooperative program.

8. Criminal Offender - means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender.

9. Correctional Institution - means any prison, jail, reformatory, work farm, detention center, or halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

10. Council - means the National Council on Vocational Education.

11. Curriculum Materials - means instructional and related or supportive material, including materials using advanced learning technology in any occupational field which is designed to strengthen the academic foundation and prepare individuals for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field and appropriate counseling and guidance material.

12. Disadvantaged - means individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary schools.

13. Economically Depressed Area - means an economically integrated area within any state in which a chronically low level of economic activity or a deteriorating economic base has caused such adverse effects as (A) a rate of unemployment which has exceeded by 50 per centum or more the average rate of unemployment in the state, or in the nation, for each of the three years preceding the year for which such designation is made, or (B) a large concentration of low-income families, and for which such designation for the purposes of this Act is approved by the Secretary as consistent with these and such other criteria as may be prescribed, and with the purposes of this Act.

14. Economically Disadvantaged Family or Individual - means such families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce.

15. Eligible Recipient - means a local educational agency or a postsecondary educational institution. (See also Community Based Organization and Post-secondary)

16. Handicapped - when applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reasons thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

17. High Technology - means state-of-the-art computer, microelectronic, hydraulic, pneumatic, laser, nuclear, chemical, telecommunication, and other

technologies being used to enhance productivity in manufacturing, communication, transportation, agriculture, mining, energy, commercial and similar economic activity, and to improve the provision of health care.

18. Homemaker - means an individual who is an adult and who has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills. The Secretary may not prescribe the manner in which the states will comply with the application of the definition contained in this paragraph.

19. In-Kind Contributions: Means property or services which benefit a grant-supported project or program and which are contributed by non-federal third parties without charge to grantee, the subgrantee, or a cost-type contractor under the grant or subgrant.

20. Limited English Proficiency - has the meaning given such term in section 703(a)(1) of the Elementary and Secondary Education Act of 1965.

21. Local Educational Agency - means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district or political subdivision in a state, or any other public educational institution or agency having administrative control and direction of a vocational education program.

22. Postsecondary Educational Institution - means an institution legally authorized to provide postsecondary education within a state, or any postsecondary educational institution operated by or on behalf of any Indian tribe which is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination Act or under the Act of April 16, 1934.

23. Private Vocational Training Institution - means a business or trade school, or technical institution or other technical or vocational school, in any state, which (a) admits as regular students only persons who have completed or left elementary or secondary school and who have the ability to benefit from the training offered by such institution; (B) is legally authorized to provide and provides within that state, a program of postsecondary vocational or technical education designed to fit individuals for useful employment in recognized occupations; (C) has been in existence for two years or has been specially accredited by the Secretary as an institution meeting the other requirements of this subsection; and (D) is accredited (i) by a nationally recognized accrediting agency or association listed by the Secretary pursuant to this clause, or (ii) if the Secretary determines that there is no nationally recognized accrediting agency or association qualified to accredit schools of a particular category, by a state agency listed by the Secretary pursuant to this clause, or (iii) if the Secretary determines that there is no nationally recognized or state agency or association qualified to accredit schools of a particular category, by an advisory committee appointed by the Secretary and composed of persons specially qualified to evaluate training provided by schools of that category, which committee shall prescribe the standards of content, scope and quality which must be met by those schools and shall also determine whether particular schools meet those standards. For the purpose of this paragraph, the Secretary shall publish a list

of nationally recognized accrediting agencies or associations and state agencies which the Secretary determines to be reliable authority as to the quality of education or training afforded.

24. School Facilities - means classrooms and related facilities (including initial equipment) and interests in lands on which such facilities are constructed. Such term shall not include any facility intended primarily for events for which admission is to be charged to the general public.

25. Secretary - means the Secretary of Education.

26. Single Parent - means an individual who (a) is unmarried or legally separated from a spouse, and (b) has a minor child or children for which the parent has either custody or joint custody.

27. Small Business - means for profit enterprises employing five hundred or fewer employees.

28. State - includes, in addition to the several states, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, the Northern Mariana Islands and the Trust Territory of the Pacific Islands.

29. State Council - means the state council on vocational education established in accordance with section 112 of the Act.

30. Vocational Education - means organized educational programs which are directly related to the preparation of individuals in paid or unpaid employment in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agriculture arts and trades and industrial occupations, or for additional preparation for a career in such fields, and in other occupations, requiring only (A) instruction (including career guidance and counseling) related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training, and (B) the acquisition (including leasing), maintenance and repair of instructional equipment, supplies and teaching aids.

31. Vocational Student Organizations - means those organizations for individuals enrolled in vocational education programs which engage in activities as an integral part of the instructional program. Such organizations may have state and national units which aggregate the work and purposes of instruction in vocational education at the local level.

RECORD REVIEW

Revised 11/1/84

School District _____

Monitor _____

Student's Initials _____

Education Placement (check)

Date of Birth _____

Regular Classroom _____

Speech (only) _____

Grade or Education Level _____

Resource Room _____

Self-Contained _____

Handicapping Condition _____

Combination _____

Other _____

Key: Y = Yes NC = Not Clear N = No NA = Not Applicable M = Mandatory

Y NC N N/A

1. REFERRAL (date _____)

- A. Referral form on file
- B. Signed by the referring person
- C. Reasons cited for referral

2. PERMISSION FOR EVALUATION (date _____)

- A. Parents informed of the reason for referral
- B. Surrogate parents appointed if necessary
- C. Documentation that parents were informed of their rights
- D. Signed parental permission for evaluation
- E. Types of evaluation named
- F. Description of types of evaluations

3. CHILD STUDY TEAM (CST) (date _____)

A. Appropriate participants present

	LD	NR	SI	ED	HH	OHI	OI	MH	D	VI	DB
Administrator or Designee	M	M	M	M	M	M	M	M	M	M	M
Special Education Teacher	M	M		M	M	M	M	M	M	M	M
Regular Class Teacher	M	M		M	M	M	M	M	M	M	M
Psychologist	M	M		M				M			
Parent or Documentation of Opportunity to Participate	M	M	M	M	M	M	M	M	M	M	M
Speech Hearing Clinician			M		M			M			M
Other:											

3. CHILD STUDY TEAM (cont)

- B. Participants signed the CST report
 C. Place for dissenting reports
 D. Results of the comprehensive evaluation explained in a summary statement reflecting the criteria for the handicap identified

	LD	MR	SI	ED	HH	OHI	OI	MH	D	VI	DB
Academic	M	M		M	M			M			
Social/Emotional	M	M		M				M			
Class Performance	M	M		M				M			
Observation	M										
Hearing Screening	M	M		M	M			M			
Vision Screening	M	M		M	M			M			
Speech & Language			M					M			M
Medical Diagnosis						M	M				
Ophthalmological Report										M	M
Psychological Report	M	M		M				M			

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) (date _____)

- A. Appropriate personnel participated in the development of the IEP:

- 1) Administrator/Designee
- 2) Special education personnel providing service
- 3) Regular classroom personnel
- 4) Parent

- B. IEP contains the following:

- 1) Present level of education performance
- 2) Annual goals
- 3) Short-term instructional objectives
- 4) Special education services to be provided
- 5) Related services to be provided
- 6) Dates for initiation and duration of services
- 7) Appropriate objective criteria and evaluation procedures and schedules for objectives
- 8) Extent of participation in regular programs
- 9) Statement concerning physical education
- 10) For secondary students: statement regarding vocational education

5. PERMISSION FOR PROGRAM PLACEMENT (date _____)

___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___

- A. Placement based on recommendation of the CST
- B. Placement within 30 days of CST meeting
- C. Permission for change in placement signed by parent
- D. Annual review of the placement
- E. Placement appears to be a least restrictive alternative

6. CONFIDENTIALITY OF RECORDS

___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___

- A. Name and position of person designated as responsible for maintaining records in confidential manner
- B. Records maintained in secure storage
- C. List of all persons who have access to records
- D. Record of parties obtaining access to records
- E. List of types and locations of information
- F. Cross-reference notation in cumulative records folder

COMMENTS:

1. Location of Records: _____

2. Time Line Referral to Placement: _____

3. Content of Written Reports: _____

4. Additional Comments: _____

October 1, 1984

To:

From:

Re: Special Education Monitoring of
School District #

The monitoring team consisting of _____
was given an initial briefing by _____. Team members received
an overview of the district's special education program. After the district's
orientation, the team conducted an on-site review of the special education
program. The team presented an exit summary of the on-site observations and
interviews. This report is a more detailed description of the monitoring visit.

PROGRAM REVIEW

1. General
2. Special Commendations
3. Major Concerns
4. Programs
5. Support Services

COMPLIANCE REVIEW

The findings and corrective actions address required components of the special education compliance for a free and appropriate public education provided in the least restrictive alternative setting. The authorities cited are from the Montana Laws and Rules (MT L&R), Public Law 94-142 (P.L. 94-142) and Section 504 of the Rehabilitation Act of 1973 (504 Rehab Act).

1. Annual Program Plan

a. Authority: P.L. 94-142 §300.180, 220-240

b. Findings:

c. Corrective Actions:

d. Timeline:

2. Right to Education

a. Authority: P.L. 94-142 §300.121-122
MT L&R 1.0, 2.0, 5.1(1)

b. Findings:

c. Corrective Actions:

d. Timeline:

3. Full Educational Goal

a. Authority: P.L. 94-142 §300.123-126
MT L&R 4.2, 5.1(2), 5.1.1, 5.2(3)(4)

b. Findings:

c. Corrective Actions:

d. Timeline:

4. Child Identification

a. Authority: P.L. 94-142 §300.128, 220, 300 (comments)
MT L&R 1.3, 5.4(1)
Sec. 504 Rehab Act: 104.32

b. Findings:

c. Corrective Actions:

d. Timeline:

5. Procedural Safeguards

a. Authority: P.L. 94-142 §300.131, 136, 500-506
MT L&R 11.1-.5, 12.1-.3
Sec. 504 Rehab Act 104.36

b. Findings:

(1) Prior Notice

(2) Written Parent Consent

(3) Due Process Hearings

(4) Surrogates

(5) Independent Evaluation

c. Corrective Actions:

d. Timeline:

6. Least Restrictive Environment

a. Authority: P.L. 94-142 §121a.132, 227, 305, 306, 361, 533,
550-556
MT L&R 2.0(1)(a), 5.1(1), 5.1.1(2), 7.1(1)

b. Findings:

c. Corrective Actions:

d. Timeline:

7. Comprehensive System of Personnel Development
 - a. Authority: P.L. 94-142 §300.139
 - b. Findings:
 - c. Corrective Actions:
 - d. Timeline:
8. Participation of Private School Children
 - a. Authority: P.L. 94-142 §300.140, 450-452
MT L&R 13.3(f), 21.2
 - b. Findings:
 - c. Corrective Actions:
 - d. Timeline:
9. Placement in Private Schools
 - a. Authority: P.L. 94-142 §300.140, 400-403
MT L&R 21.3
 - b. Findings:
 - c. Corrective Actions:
 - d. Timeline:

RECORDS REVIEW

1. General

The findings and corrective actions address required components of the special education confidential records. The authorities cited are from the Special Education Reference Manual: Montana Laws and Rules (MT L&R), Public Law 94-142 (P.L. 94-142) and from Family Educational Rights and Privacy Act (FERPA).

2. Referral

a. Authority: MT L&R 10.2(2)

b. Findings:

c. Corrective Actions:

d. Timeline:

3. Permission for Evaluation

a. Authority: MT L&R 11.2

b. Findings:

c. Corrective Actions:

d. Timeline:

4. Child Study Team (CST)

a. Authority: MT L&R 13.1-.6, 13.13

b. Findings:

c. Corrective Actions:

d. Timeline:

5. Individualized Education Program (IEP)
 - a. Authority: MT L&R 13.7-.10, 13.13
 - b. Findings:
 - c. Corrective Actions:
 - d. Timeline:
6. Permission for Program Placement
 - a. Authority: MT L&R 11.3-.4, 13.11
 - b. Findings:
 - c. Corrective Actions:
 - d. Timeline:
7. Confidentiality of Records
 - a. Authority: P.L. 94-142 §300.560-573
MT L&R 14.1-.3
FERPA 99.31-37
 - b. Findings:
 - c. Corrective Actions:
 - d. Timeline:

CONCLUDING STATEMENT

SEX EQUITY COORDINATOR

OBJECTIVES: Raymond D. Brown FY 86

- I. Administer the programs of Vocational Education for Single Parents and Homemakers.
 - A. Establish State-Wide Displaced Homemaker Center in Bozeman.
 - B. Establish a Displaced Homemaker Center in Butte.
 - C. Develop and implement quarterly reporting data.
 - D. Assist in the development of workshops, aid in technical assistance, etc.
- II. Gather, analyze and disseminate data on Vocational Education Programs within the State.
 - A. Compile VEDS and other statistical data, analyze, make recommendations, draft and print report.
 - B. Submit report to the Superintendent of Public Instruction, the State Board and other interested persons.
- III. Fulfill the other objectives of the Carl Perkins Act as called for in Sec. 111(b)(1).
 - A. Complete 21 on-site evaluations of secondary schools including commendations and recommendations and corrective action as necessary.
 - B. Complete 4 on-site evaluations of post-secondary schools including commendations and recommendations for corrective action as necessary.
 - C. Review other Vocational Educational programs for equity.
 - D. Review proposed actions on grants, contracts and State Board policies for equity.
- IV. Develop Information and Outreach
 - A. Create, publish and disseminate a Vocational Education poster.
 - B. Develop and disseminate a PSA Television tape.
 - C. Develop and disseminate a PSA Radio tape.
 - D. In cooperation with other equity publications of O.P.I., ensure that at least one page per issue is devoted to Vocational Education equity.
- V. Conduct Workshops and Provide Technical Assistance
 - A. Conduct equity and civil rights training for secondary and post-secondary Title IX/504 Officers.
 - B. In cooperation with other equity personnel, conduct E.E.O. (education and employment) workshops for superintendents and other administrative personnel on a regional basis.

SELF-EVALUATION ADDENDUM FOR EQUITY IN VOCATIONAL EDUCATION PROGRAMS

School _____ School Dist. _____ Town/City _____ Evaluator _____ Job Assign: _____

This form is designed to assist us as a local school in the evaluation of our programs. If "NO" is indicated, we will need to design remedial action.	Source of Evidence		Rating Scale		Evaluator's Comments
	On-Site Records	On-Site Interview	NA	Yes	
POLICY: 1. We have developed and adopted a formal written policy regarding non-discrimination and the elimination of gender bias/gender stereotyping in occupational/vocational education. This policy has been made available in writing to staff, students, parents, applicants for admission, admission-recruitment representatives, unions or professional agreements with the institution or agency.					
NOTIFICATION: 2. On an annual basis, we publish notification of this policy in local newspapers, magazines or newsletters produced by the school, by students or alumni groups, memoranda and other written communications.					
3. We have developed a procedure to ensure on-going publication of the policy of non-discrimination on the basis of gender in course announcements, bulletins, catalogs, application forms, student recruiting materials, employee recruiting materials.					
4. We have assigned responsibility for publications review to ensure that institutional or agency publications do not suggest, by text or illustration, differential treatment of applicants, students, or employees on the basis of gender(except when permitted by the regulation).					
DESIGNATION OF RESPONSIBLE EMPLOYEE: 5. We have designated an employee(s) as the person(s) responsible for coordinating and monitoring activities necessary for Title IX and 504 compliance.					

SELF-EVALUATION ADDENDUM FOR EQUITY IN VOCATIONAL EDUCATION PROGRAMS

Key Questions	Source of Evidence		Rating Scale			Evaluator's Comments
	On-Site Records	On-Site Interview	N/A	Yes	No	
6. We have notified employees and students of the designation of the responsible person(s) and his or her office address(es) and telephone number(s).						
7. We have developed a policy directive which outlines the job responsibilities of the designated person(s) and the procedures for involvement and coordination of his or her job activities with other staff activities and district programs.						
GRIEVANCE PROCEDURES:						
8. We have developed grievance procedures for handling student and employee complaints.						
9. We have fully apprised administrators, employees, students and parents of the grievance procedures.						
ACCESS TO COURSES AND INSTRUCTION:						
10. All courses are open for enrollment to males and females.						
11. Graduation/certificate requirements are identical for females/males.						
12. Titles of courses and course descriptions are gender-free.						
13. Students are aware that all courses are open to both males and females. This information is available in student handbooks, course description catalogs, and orientation sessions for students and teachers.						

Key Questions	Source of Evidence		Rating Scale			Evaluator's Comments
	On-Site Records	On-Site Interview	NA	Yes	No	
14. Prerequisites for particular courses do not have a discriminating effect on enrollment in terms of gender or race. (All prerequisites are identical for females and males.)						
15. All programs, courses, or classes are conducted without differentiation in assignments, materials, services, or other treatment.						
16. If there are 70% or more students of one gender in a particular course, steps have been taken to ensure that this ratio is not the result of gender discrimination or gender bias/gender stereotyping in counseling, curriculum, teacher's attitude.						
17. Within all programs, selection of projects, activities, and assignments are identical for females and males.						
18. Curriculum materials have been reviewed for gender-fairness and are continually up-dated.						
19. Students are made aware of gender bias/gender stereotyping in curriculum materials.						
20. Male and female guest speakers working in nontraditional occupations are utilized as role models.						
21. Students are aware that both males and females are eligible for membership in youth organizations.						

SELF-EVALUATION ADDENDUM FOR EQUITY IN VOCATIONAL EDUCATION PROGRAMS

Key Questions	Source of Evidence		Rating Scale			Evaluator's Comments
	On-Site Records	On-Site Interview	NA	Yes	No	
22. Skills and performance of the student are required for success in a course/program, whether the student is male or female.						
23. Classroom activities reflect equal participation of both sexes within the classroom or course.						
COUNSELING, RECRUITMENT, PRACTICES, PLACEMENT						
24. Counseling services are provided to females and males in the same manner and according to the same criteria for each of the following: a. Academic Counseling b. Career/Vocational Counseling c. Personal Counseling d. Test Administration						
25. All descriptive materials relating to counseling, and guidance services make clear that all services are available to every female and male student.						
26. All manuals, procedural guidelines, and/or other documents outlining the responsibilities of counselors or guidance personnel do the following: a. Clearly state the responsibilities of personnel for providing counseling that is not discriminatory on the basis of gender, and b. Provide technical or procedural information without the use of gender biased/gender stereotyped language or examples.						

SELF-EVALUATION ADDENDUM FOR EQUITY IN VOCATIONAL EDUCATION PROGRAMS

Key Questions	Source of Evidence		Rating Scale			Evaluator's Comments
	On-Site Records	On-Site Interview	NA	Yes	No	
27. All students are encouraged to consider seriously all programs of study and to select courses on the basis of their individual interests and abilities rather than on the basis of gender.						
28. All materials available to students in academic or personal counseling contacts or programs are free from implications (in text, language, or illustrations) that certain academic, career, or personal choices are more appropriate or "realistic" for students of one gender than the other.						
29. All students are given information regarding all programs available within the school/institution.						
30. Vocational teachers are included within recruitment and selection procedures for students.						
31. Recruitment is based on occupational objectives, interests, and aptitudes, rather than on the basis of the student's gender.						
32. Knowledgeable personnel are made available to students to discuss all available programs with them.						
33. Role models in nontraditional occupations are available to students, especially during recruitment periods.						
34. Students are provided assistance in coping with peer pressure resulting from a nontraditional program/career choice.						

SELF-EVALUATION ADDENDUM FOR EQUITY IN VOCATIONAL EDUCATION PROGRAMS

Key Questions	Source of Evidence		Rating Scale			Evaluator's Comments
	On-Site Records	On-Site Interview	NA	Yes	No	
35. Brochures and other literature describing job opportunities are gender-fair.						
36. Special efforts are made to eliminate gender-biased images of certain jobs.						
37. Parents and community are encouraged to support students who enter nontraditional occupations.						
38. Assistance is provided to all students to project a positive image of themselves and their abilities to future employers.						
39. Student referrals are based upon basic requirements for the job vacancy, and all cooperating employers are equal opportunity employers.						
40. Government, organized labor, and the professions are used to upgrade career information, develop career fairs, and establish field trips to inform males and females about opportunities for employment in nontraditional occupations.						
41. All tests or instruments used for the appraisal, evaluation, or placement of students are not discriminatory in terms of gender.						

APPLICATION
MONTANA VOCATIONAL EDUCATION FUNDS
UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION ACT

The enclosed letter gives conditional approval of your preapplication. To complete the application, you must address items 1 to 3 and number 4 if it was noted in the letter as a condition for final approval pending federal funding. Upon completing the appropriate items, you should return the information to Bob Ruthemeyer in this office. *By 9/30*

1. Complete the enclosed detail budget sheet including the matching funds where appropriate. The column for budget numbers is for your use.
2. Provide detailed activities and methodology as it relates to the budget.
3. Sign the assurances listed below. For high school districts, the chairman of the board of trustees generally signs on the line "Dean/Department Head/Administrator." The chief officer of the sponsoring organization should sign for community based organizations.
4. Clarify and/or provide additional information if it is requested in the letter.

The eligible recipient will comply with the requirements of P.L. 98-524 (Carl D. Perkins Vocational Education Act) and all applicable federal and state rules and regulations.

The eligible recipient assures the Office of Public Instruction that services provided under the approved project (No. _____) do not discriminate nor violate provisions of Title IX, Title VI, and Section 504.

Signed _____

Dean/Department Head/Administrator

Date

Signed _____

Project Director

Date

IF the project uses disadvantaged or handicapped funds (the above number contains a D or H), the following assurance must also be signed.

The eligible recipient will use funds distributed under Section 203(a) for vocational education services and activities for handicapped individuals and disadvantaged individuals to provide (1) for equal access in (a) recruitment, enrollment, and placement activities; and (b) to the full range of vocational education programs available including occupational specific course of study, cooperative education, and apprenticeship programs, (2) for programs and activities for handicapped individuals in the least restrictive environment and which, whenever appropriate, are included as a component of the student's individualized education plan, and (3) which are planned through the coordination of appropriate representatives of vocational education and special education.

(a) Each local educational agency that receives an allocation of funds under §§ 401.95 and 401.96 shall use those funds to provide information to handicapped and disadvantaged students and their parents concerning the opportunities available in vocational education and the requirements for eligibility for enrollment in vocational education programs, at least one year before the students enter the grade level in which vocational education programs are first generally available in the State, but in no case later than the beginning of the ninth grade.

(b)(1) Each local educational agency described in paragraph (a) of this section shall provide to each handicapped or disadvantaged student that enrolls in a vocational education program--

(i) An assessment of the interests, abilities, and special needs of that student with respect to completing successfully the vocational education program;

(ii) Special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs established under paragraph (b)(1)(i) of this section;

(iii) Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and

(iv) Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

(2) Consistent with the regulations in this part, a local educational agency may use the funds described in paragraph (a) of this section to pay for the cost of services and activities required by paragraph (b)(1) of this section.

Signed _____
Dean/Department Head/Administrator Date

Signed _____
Project Director Date

mec306
VZ21185

EVALUATION

OFFICE OF PUBLIC INSTRUCTION
DEPARTMENT OF VOCATIONAL EDUCATION SERVICES

Assurance Checklist for Disadvantaged and Handicapped Projects under P.L. 98-524, Sec. 204(b)(c).

INSTRUCTIONS: Specialists and other personnel assigned disadvantaged or handicapped project management responsibilities are to complete this on-site checklist based upon factual evidence of existing local practices.

PROJECT NUMBER _____

PROJECT LOCATION _____

DIRECTOR'S NAME _____

See 204 "Criteria for Services and Activities for the Handicapped and for the Disadvantaged"

CHECKLIST

1. Records at the eligible recipient indicate that equal access has been provided disadvantaged and handicapped individuals with respect to activities of:

- a. Recruitment
- b. Enrollment
- c. Placement
- d. A full range of program offerings is available; coop, apprenticeship

COMMENTS:

YES	NO
YES	NO
YES	NO
YES	NO
YES	NO
YES	NO

2. Records of evidence indicate compliance with state and federal laws in providing the least restrictive environment.

COMMENTS:

YES	NO
-----	----

3. Planning for vocational services included appropriate representatives.

COMMENTS:

YES

NO

4. Records indicate evidence that parents of disadvantaged or handicapped students and the students were provided information concerning opportunities available in vocational education at least by the beginning of grade eight.

YES

NO

COMMENTS:

5. Disadvantaged and handicapped students enrolled in programs funded under P.L. 98-524 at the secondary level have received:

- a. Assessment of interests, abilities and special needs which assist the student in completing successfully the vocational education program.
- b. Test the special services that were designed to assist the student.

Check if applicable.

- 1) curriculum revision _____
- 2) instructional delivery modification _____
- 3) equipment purchased 75% disadvantaged/handicapped enrollment required _____
- 4) facilities modification _____
- 5) other _____

YES

NO

c. A certified counselor is on staff who has been trained in providing special services.

YES

NO

COMMENT:

d.	Evidence is available attesting to a transitional service for students who are:		
1)	Seeking job placement	YES	NO
2)	Continuing education	YES	NO
3)	Other _____	YES	NO

This evaluation sheet is to be signed and dated with one copy for the LEA and one copy to be placed in the Departmental project files.

Attach any technical assistance or followup correspondence.

Signature of Specialist

Date

TECHNICAL COMMITTEE DESCRIPTIONS

The Carl Perkins Vocational Education Act of 1984 requires the state board (Sole Agent in Montana) to establish technical committees to advise the state council and state board on the development of model curricula to address state labor market needs [Sec. 111(d)].

The language of the law specifies a development of an inventory of skills that may be used by the state board to define state-of-the-art model curricula. Elements of the inventory will provide;

Type and level of knowledge and skills needed for occupational:

1. entry
2. retention
3. advancement

Membership on the technical committees shall be composed of representatives from:

1. relevant industries or occupation employers
2. trade or professional organizations of relevant occupations
3. organized labor, where appropriate

Fiscal support for the technical committees shall be derived from that portion of the 20 percent reserved for state-level activities under the Perkins Vocational Education Act. Not more than \$5,000 of federal and \$5,000 of state general fund support from the Office of Public Instruction, Department of Vocational Education Services budget shall be utilized in fiscal year 1986 and sums as necessary for 1987 and 1988.

The Sole Agent has determined that two (2) technical committees will be established from candidates recommended to the State Superintendent from a wide variety of sources. Committee members will meet federal categories defined for membership and shall serve on one or the other committees entitled:

1. Technical Committee on Curriculum
2. Technical Committee on Occupational Outlook

Technical committee responsibilities for curriculum shall include but not be limited to:

1. Review of national studies, projects or products to determine existence of available materials that identify the requisite knowledge and skills for demand, new and/or emerging occupations in Montana and the adjacent states.
2. Determination of entry-level minimum knowledge and skills for relevant occupations.
3. Categorization of minimum retention factors obtained from current or new surveys of employers relating to successful employees and the necessary/desirable skills, knowledge and abilities of those current successful employees.
4. Projection of current or short-term future skills, knowledge and abilities deemed necessary for advancement.

5. Identification of minimum entry and exit knowledge, skills and abilities for:
 - a. secondary occupational preparation programs
 - b. postsecondary occupational preparation programs
 - c. postsecondary technical preparation programs
 In accomplishing these responsibilities, the committee shall address those occupational preparation programs requiring less than a baccalaureate or advanced degree.
6. Identification of general work skills necessary and appropriate for occupational and collegiate preparation enrollees at the secondary level.
7. Identification of curricular modifications for handicapped or disadvantaged students.
8. Alternative delivery mechanisms for vocational education and training.
9. Other activities that may serve to recommend to the Sole Agent (State Superintendent) realistic and attainable goals for training and vocational education programs that are flexible and responsive to employer needs and student interests of the state and region.

Technical committee responsibilities for occupational outlook shall include but not be limited to:

1. Review of state, regional and national occupational outlook by occupational code and title for trend identification.
2. Identification of recommended instructional levels for occupational preparation programs.
3. Recommendation of maximum or minimum program standards inclusive of:
 - a. maximum system recommended enrollment to meet occupational demands accounting for attrition
 - b. minimum entry skills necessary for enrollees
 - c. minimum retention levels recommended or anticipated for occupational preparation programs
 - d. minimum anticipated completion rates of enrollees
 - e. minimum placement expectations
 - f. minimum cost benefit of a vocational program
4. Recommendation for improving employer/instructional program relations that will enhance placement.
5. Review and recommend the adequacy of instructional equipment found at the secondary and postsecondary levels.
6. Identification of occupational opportunities for:
 - a. displaced workers and homemakers
 - b. handicapped populations
 - c. older workers
 - d. youth (ages 14-21)
7. Identification of emerging instructional technologies for professional development opportunities in business and industry as well as advanced institutions.
8. Other activities that may serve to recommend to the Sole Agent (State Superintendent) realistic and attainable goals for occupations within the state, region and nation.

Technical committees shall consist of not less than five (5) members nor more than seven (7) with ex-officio representation from the State Council on Vocational Education. The committees shall schedule four (4) formal meetings annually (not to exceed six (6)) and shall develop an agenda and notify the Assistant Superintendent for Vocational Education Services of the dates and meeting place for each such meeting. One multiple-day meeting shall be reserved to read and rate competitive proposals for federal funding.

Minutes of each meeting shall be recorded and summaries provided of actions to be taken or recommendations to be made.

At the first formal meeting of each committee, a chairperson shall be elected. The committee shall follow Robert's Rules of Order in conducting business.

Recording secretaries for the committees shall be as follows:

1. The Committee on Curriculum shall use the specialist for Research, Plans and Reports of the Department of Vocational Education Services, and
2. The Committee on Occupational Outlook shall use the Assistant Superintendent for Vocational Education Services.

gmh/mec31

May 31, 1985

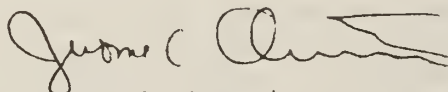
Gene Christiaansen, Assistant Superintendent
Vocational Education Services
Office of Public Instruction
State Capitol
Helena, Montana 59620

Dear Gene:

On May 30, 1985, the Montana Job Training Coordinating Council (JTCC) met and reviewed the State Plan for Vocational Education. On behalf of the Council I am submitting the attached comments for your consideration.

Thank you for the opportunity to comment on the Vocational Education Plan.

Sincerely,



Jerome C. Overmier

Enclosure

Recommendations for the Montana State Plan
for Vocational Education

1. The vocational education match as outlined on pages 34 and 36 is not equal to the Job Training Partnership Act (JTPA) contribution as required in section 123 of P.L. 97-300.
2. The Plan does not fully explain the JTPA activities or projects.
3. The Plan does not fully explain how the 8% match funds will be used "to provide services to eligible participants." (Section 123 (a) (b))
4. The Plan does not specifically address how it will determine and meet the changing content of jobs, and hiring needs of employers.
5. The Plan does not address how those operating JTPA 8% activities will provide support to economically disadvantaged participants who find it difficult to remain in training due to lack of stipends and other supportive services.
6. While most JTPA programs must meet strict federal performance standards, none are required for 8% funding. Although the Plan states that program standards will be established, it does not state when. The JTCC encourages the Office of Public Instruction to establish standards prior to July 1, 1985.
7. The Plan does not address the Governor's Goals for JTPA programs especially those which address a) service to the most-in-need; b) rural and urban balance; c) skill training to respond to employers' training needs; d) open-entry, open-exit courses; e) employability development planning; and f) service to target groups such as handicapped persons, Native Americans, older individuals, AFDC recipients, drop-outs and offenders.
8. The RFP process should be disseminated more effectively.

DEPARTMENT OF LABOR AND INDUSTRY
JOB SERVICE AND TRAINING DIVISION



TED SCHWINDEN GOVERNOR

STATE CAPITOL

STATE OF MONTANA

(406) 449-4500

HELENA, MONTANA 59624

April 29, 1985

Gene R. Christiaansen
Assistant Superintendent
Department of Vocational Education Services
State Capitol
Helena, MT 59620

Dear Mr. Christiaansen:

Thank you for sending us the State Plan for Vocational Education to comment on. Unfortunately, we received the plan on March 26, 1985 and have not yet had the opportunity to review the plan.

This letter will confirm your conversation with the Montana Job Training Coordinating Council (JTCC) staff person, Joanne Sullivan. The plan will be presented to the JTCC on May 30, 1985. They will submit their comments immediately following that meeting.

Thank you for your cooperation.

Sincerely,

T. Gary Curtis
T. Gary Curtis
Administrator



AN EO 41 OPPORTUNITY EMPLOYER

Appendix
Office of Public Instruction
Department of Vocational Education Services
FY 86 APPRENTICESHIP PROGRAMS

PROJECT NUMBER	CITY	PROGRAM	NO. OF CLASSES	NO. OF APPRENTICES	HOURS PROPOSED/ APPROVED	FUNDING APPROVED	1ST QTR. FUNDING	2ND QTR. FUNDING	3RD QTR. FUNDING	FINAL FUNDING	FINAL EXP. R.
AP01	Billings	Pipefitters	3	19	432	\$ 3,499.20					
AP02	"	Sheet Metal	14	34	432 (616)	3,499.20					
AP21	"	Ironworkers	6	40	288 (400)	2,332.80					
AP23	"	Carpenters			288	2,332.80					
		Subtotal			1440	11,664.00					
AP03	Butte Vo-Tech	Machinists	48	16	100	810.00					
AP05	"	Ironworkers	5	10	288 (400)	2,332.80					
		Subtotal			388	3,142.80					
AP06	Great Falls	Sheet Metal	2	6	144 (192)	1,166.40					
AP07	"	Auto Body	3	10	144 (272)	1,166.40					
AP08	"	Plumbers	3	29	432	3,499.20					
AP09	"	Painters	1	5	144	1,166.40					
AP10	"	Electricians (statewide)		48	576 -	4,665.60					
AP22	"	Ironworkers	5	30	288	2,332.80					
		Subtotal			1728	13,996.80					
AP11	Helena	Carpenters (statewide)	1	48	1152 (1620)	9,331.20					
AP12	"	Operating Engineers (statewide)	9	48	1008 (1440)	8,164.80					
AP13	"	Auto Mechanics	3	45	80	648.00					
		Subtotal			2240	18,144.00					

Office of Public Instruction
Department of Vocational Education Services

9/27/85

Rate: \$8.10
per hr.

FY 86 APPRENTICESHIP PROGRAMS

PROJECT NUMBER	CITY	PROGRAM	NO. OF CLASSES	NO. OF APPRENTICES	HOURS PROPOSED/ APPROVED	FUNDING APPROVED	1ST QTR. FUNDING	2ND QTR. FUNDING	3RD QTR. FUNDING	FINAL FUNDING	FINAL EXP. R.
AP14	Missoula Vo-Tech	Plumbers	1	12	144 (216)	1,166.40					
AP15	"	Sheet Metal	1	12	144	1,166.40					
		Subtotal			288	2,332.80					
AP16	Miles Comm. Col.	Mechanics	78	14	432	3,499.20					
AP17	"	Operators	23	25	432	3,499.20					
		Subtotal			864	6,998.40					
AP18	Blackfeet C.C.	Carpenters			144	1,166.40					
AP19	"	Plumbers			144	1,166.40					
AP20	"	Electricians			144	1,166.40					
		Subtotal			432	3,499.20					
		Grand Total			7380	\$ 59,778.00					

